379.73 B936 1920 no.25 c1
United States. Office of Ed
Monthly record of current e
R.W.B. JACKSON LIBRARY
OISE CIR
3 0005 00029 0497

CARSWELL Co., Limited
Bookbinders,
PRINTERS,
LAW BOOKS,
PUBLISHERS, etc.
TORONTO
ONT.

1
16.
3:
920/25, 26, 27, 28, 29 + 30

379.73 B936 1920 no.26 c.1
National Education Associat
Reorganization of science i
R.W.B. JACKSON LIBRARY OISE CIR
3 0005 00029 0505

379.73 B936 1920 no.27 c1
United States. Office of Ed
Survey of the schools of Br
R.W.B. JACKSON LIBRARY OISE CIR
3 0005 00029 0513

EDUCATIO
LEGISLATIV
JUN
PARLIAMEN
TOR

379.73 B936 1920 no.28 c1
United States. Office of Ed
Monthly record of current e
R.W.B. JACKSON LIBRARY OISE CIR
3 0005 00029 0521

379.73 B936 1920 no.29 c1
Bawden, William T. (William
The national crisis in educ
R.W.B. JACKSON LIBRARY OISE CIR
3 0005 00029 0539

379.73 B936 1920 no.30 c1
Hood, William Ross, 1874-
State laws relating to educ
R.W.B. JACKSON LIBRARY OISE CIR
3 0005 00029 0554

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

http://www.archive.org/details/monthlyrecosep1920unituoft

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 25

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

EDUCATION DEPARTMENT
LIBRARY
OCT 11 1920
ONTARIO

SEPTEMBER, 1920

LIBRARY
FEB 25 1983
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

25837

ADDITIONAL COPIES

OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT

5 CENTS PER COPY

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Americanization—Education of soldiers—Training of disabled soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

The present issue lists the publications received since the compilation of the number for June, 1920, at which time the record was suspended for the summer.

PROCEEDINGS OF ASSOCIATIONS.

1193. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the thirty-third annual convention . . . Philadelphia, Pa., November 28–29, 1919. Pub. by the Association, 1920. 71p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. E. L. Thorndike: The new psychological tests: are they a substitute for content examinations. p. 9–16. 2. Mary Woolley: The content examinations: shall they be examined? p. 16–21; Discussion, p. 21–27. 3. D. B. Corson: The college of the future, p. 37–48. 4 Alexander Meikeljohn: The four-year American cultural college, p. 48–60.

1194. **Indiana state teachers' association.** Proceedings and papers . . . October 30 to November 1, 1919, Indianapolis. 496p. 8°. (C. O. Williams, secretary-treasurer, Richmond, Ind.)

Contains: 1. F. O. Lowden: Address, p. 53–62. 2. Henry Suzzallo: National self-examination and educational readjustment, p. 65–81. 3. C. A. Prosser: The progress and the function of vocational education in the United States, p. 81–101. 4. Henry Suzzallo: Americanization as an educational process, p. 114–23. 5. Walter Sargent: The place of art in general education, p. 127–44. 6. Patty S. Hill: Kindergarten and first grade work at Teachers college, Columbia university, p. 145–55. 7. Mabel L. Cooper: The children in our midst, p. 156–65. 8. Amalia Bengston: The county nurse, p. 165–83. 9. W. L. Bryan: The wedding garment, p. 185–93. 10. H. S. Magill: Address, p. 197–214. 11. J. S. McGaw: The Bible in the public schools, p. 245–61. 12. Victor Heintz: Address, p. 263–69. 13. P. P. Claxton: Address [Reconstruction in education] p. 349–57.

1195. **Iowa state teachers association.** Proceedings of the sixty-fifth annual session . . . held at Des Moines, Iowa, November 6–8, 1919. Des Moines, Pub. by the State of Iowa [1920] 127p. 8°. (Charles F. Pye, secretary, Des Moines, Iowa)

Contains: 1. F. C. Ensign: Some post-war problems in education, p. 53–65. 2. P. E. McClenahan: The public school as the chief factor in Americanization, p. 65–70. 3. H. H. Seerley: The American teacher in politics, p. 70–79. 4. H. H. Seerley: The perils of supervision, p. 79–83. 5. W. H. Bender: Vocational education in secondary and continuation schools, p. 85–88. 6. R. E. Buchanan: The special problems of higher industrial education, p. 88–92. 7. C. H. Meyerholz: The state and the elementary school, p. 92–98. 8. C. P. Colegrove: The contribution of the independent and denominational colleges to democratic education, p. 98–102. 9. W. C. Mongold: Articulation of the units of our school system in an aggressive campaign, p. 105–15.

1196. **Maryland state teachers' association.** Fifty-second annual meeting . . . Baltimore, Md., December 29–31, 1919. 159p. 8°. (H. W. Caldwell, secretary, Elkton, Md.)

Contains: 1. Paul Monroe: Education and nationalism, p. 24–30. 2. C. H. Judd: The reorganization of the seventh and eighth grades, p. 37–39. 3. Arthur Dean: A democratic interpretation of vocational education, p. 39–44. 4. Frederick Melcher: What the library can do for America, p. 56–60. 5. Florence E. Bamberger: The fundamental theory involved in project teaching, p. 75–79. 6. Theodora Wheeler: Physical development for girls, p. 105–11.

1197. **Michigan schoolmasters' club.** Journal . . . fifty-fourth meeting, held in Ann Arbor, April 3, 4, 1919. Ann Arbor, Mich., Pub. by the Club. 108p. 8°. (Louis P. Jocelyn, secretary, Ann Arbor, Mich.)

Contains: 1. Samuel Le.in: The use of the problem method in history teaching, p. 9–14. 2. E. P. Hyde: Physics as a profession, p. 15–25. 3. G. L. McCullock: Geography then and now, p. 51–55. 4. A. R. Gilpin: Geography as a practical subject, p. 55–61. 5. H. C. Lott: The content of psychological courses in teacher-training curricula, p. 63–71.

1198. **Pennsylvania state educational association.** [Department meetings . . . Philadelphia, 1919] Pennsylvania school journal, 68: 419–60, 517–40, April, June 1920.

Graded school department.

Contains: 1. F. L. Ballou: Improving methods of teaching through educational measurements, p. 420–22. 2. Advantages secured to the graded teacher through educational measurements—Educational measurements in Philadelphia [by] G. W. Flounders, p. 423–25; In schools of Pittsburgh [by] J. F. Guy, p. 425–27; In the Scranton schools [by] S. E. Weber, p. 427–28. 3. W. L. Kilpatrick: Teaching by the project method, p. 428–32.

Supervising principals.

4. Parent teachers' associations—The parents' viewpoint [by] Mrs. F. Schoff, p. 432–33; The teachers' viewpoint [by] F. L. Rosenbury, p. 433–35; The principals' viewpoint [by] W. L. Philips, p. 435–36. 5. Supervision of teaching—Viewpoint of county superintendent [by] E. M. Rapp, p. 437–38; Viewpoint of the teacher [by] Carrie E. Koons, p. 438–49; Viewpoint of the principal [by] H. M. B. Lehn, p. 440–43. 6. A. R. Brubacher: Ethics of the teachers' profession, p. 443–44. 7. The special school organizations fostered by supervising principals—The mining community [by] R. K. Smith, p. 444–46; The industrial community [by] J. F. Spiegel, p. 446–49. 8. M. P. Hillegas: The school and the community, p. 450–51.

Americanization round table.

9. S. E. Weber: Americanization in urban communities, p. 451–53. 10. E. E. Bach: Americanization in rural communities, p. 452–54. 11. Paul Jamarik: Americanization from the viewpoint of the foreign born in rural communities, p. 454–58. 12. S. A. Cotello: Experiences as interpreted by the foreign born, p. 458–60.

Child hygiene round table.

13. F. H. Replogle: Physical education needs and difficulties in county schools, p. 518–21.

Department of school patrons.

14. Nettie McGill: The federal push, "Back to the school," p. 526–27. 15. Helen K. Yerkes: The graded school: some remedial ills, p. 528–31. 16. L. H. Dennis: The rural school, p. 531–32. 17. W. G. Chambers: Testing for the weak links—teaching to teach, p. 533–35. 18. J. P. McCaskey: Be good to live with at home and in the schoolroom, p. 535–40.

See also item 683.

1199. **Wisconsin teachers' association.** Proceedings of the sixty-sixth annual session . . . held at Milwaukee, November 6–8, 1919. Madison, Wis., Democrat printing company, 1919. 297p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. E. L. Philipp: Address of welcome, p. 13–19. 2. F. C. Sharp: Moral education, p. 21–28. 3. A. L. Hall-Quest: Supervised study as a preparation for citizenship, p. 28–37. 4. T. W. Boyce: Education in thrift, p. 37–40. 5. G. D. Strayer: Professional organization of teachers, p. 56–61. 6. O. H. Benson: Boys' and girls' club work, p. 61–68. 7. W. A. Evans: Health supervision in the schools, p. 68–74. 8. H. M. Towner: National educational legislation, p. 75–86. 9. A. E. Holder: Vocational education and reconstruction, p. 87–92. 10. S. Y. Gillan: Teachers as a political force, p. 92–103. 11. John Merrill: The value of dramatic expression in education, p. 104–21. 12. Mary D. Bradford: Civics and citizenship, p. 124–32. 13. A. L. Hall-Quest: School and the textbook, p. 133–41. 14. W. B. Davison: Reconstruction of history in the elementary school, p. 144–52. 15. Gertrude E. Johnson: Education through reading and declamation, p. 171–75. 16. C. H. Woolbert: Speech education—facts or fancies? p. 176–81. 17. J. A. Van Natta: The study of errors in English in the elementary schools, p. 197–201. 18. Grace W. Stone: Outline. Some of the possibilities of the rural school survey, p. 201–11. 19. F. J. Miller: Some inspirational motifs in the Aeneid? An interpretation of the Aeneid as a national epic, p. 225–39.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1200. **Dugas, L.** Les idées d'Alfred Fouillée sur l'éducation. Revue pédagogique, 77:1–32, July 1920.

1201 **Gummere, Richard M.** Isaac Sharpless, 1848–1920. Harvard graduates' magazine, 28 : 605–11, June 1920.

A brief sketch of the life and work of the late president of Haverford college, Haverford, Pa.

1202. **Iraizoz, Antonio.** Martí's ideas upon education. Inter-America, 3 : 350–63, August 1920.

Pedagogical ideas of José Martí, the Cuban patriot, who was at one time a preceptor in a primary school, and a prolific writer on education. His conception of education was idealistic; he advocated non-sectarian State schools.

1203. James Mahoney, 1862–1915. Biographical sketch, letters of appreciation, literary productions. Introduction by Hon. Frank B. Sanborn. Concord, N. H., Privately printed by the Rumford press [1920] xii, 347p. front. (port.), plates. 8°.

A memorial volume to the late James Mahoney, educator, of Boston, Mass., author of Bulletin 1915, nos. 37 and 42, of the Bureau of education.

1204. **Laing, Gordon J.** Quintilian, the schoolmaster. Classical journal, 15 : 515–34, June 1920.

Discusses Quintilian's views on pedagogy.

1205. **Morison, S. E.** The education of John Marshall. Atlantic monthly, 126 : 45–55, July 1920.

1206. **State literary and historical association of North Carolina.** Proceedings of the nineteenth annual session . . . Raleigh, November 20–21, 1919. Raleigh, Edwards & Broughton printing co., 1920. 137p. 8°. (R. D. W. Connor, secretary, Raleigh, N. C.)

Contains: 1. L. R. Wilson: Edward Kidder Graham; teacher and interpreter of modern citizenship, p. 119–25. 2. W. C. Smith: Kemp Plummer Battle, p. 126–30.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1207. **Ayres, Leonard P.** An index number for State school systems. New York City, Russell Sage foundation [1920] 70p. 12°.

A study of State school systems, showing the ranking of the States based on the following data: (1) Per cent of school population attending school daily; (2) average days attended by each child of school age; (3) average number of days schools were kept open; (4) per cent that high school attendance was of total attendance; (5) per cent that boys were of girls in high schools; (6) average annual expenditure per child attending; (7) average annual expenditures per child of school age; (8) average annual expenditures per teacher employed; (9) expenditure per pupil for purposes other than teachers' salaries; (10) expenditure per teacher for salaries.

1208. **Blanco y Sánchez, Rufino,** *ed.* El año pedagógico hispano-americano. I.—1920. Madrid, Perlado, Paez y compañía, 1920. viii, 318p. 8°.

This first volume of a projected annual series contains a collection of pedagogical monographs, a chronicle of education in the civilized nations, and a bibliography of 2,000 titles. Among the monographs is one by the editor on the physical growth of Spanish children, illustrated by graphs and tables. Rev. P. J. McCormick, of the Catholic university of America, Washington, D. C., contributes an article describing that institution, and there is also an account of Catholic educational work in the United States by Rev. Domingo Lazaro. Forty pages are devoted to current educational activities in Spain.

1209. **Cornman, Oliver P.** The educational emergency in Pennsylvania: the need for a campaign. Current education, 24 : 492–500, 502, May 1920.

Abstract of paper given at "Schoolmen's week," University of Pennsylvania, April 9, 1920. Statistics showing educational conditions in Pennsylvania.

1210. Inadequacy of public school system. National civic federation review, 5: 5–6, May 10, 1920.

Educational program adopted at annual meeting of Woman's department of the National civic federation.

Dr. John R. Tildsley speaks of the existing situation and the responsibilities of the ordinary citizen to the subject and Miss Fannie W. Dunn tells of the situation in the rural schools.

1211. **Lane, Winthrop D.** The national crisis in education. Survey, 44: 299–300, May 29, 1920.

A review of educational conditions in the United States. Emphasizes the shortage of teachers and the inadequacy of school buildings to accommodate pupils.

1212. **Newlon, Jesse H.** The present state of affairs from the standpoint of education. American school, 6: 104–105, 112, April 1920.

The Superintendent of schools of Lincoln, Nebr., discusses some of the lessons of the war as they apply to the conduct of the schools in his town and to the amount of money it is necessary for his constituents to raise for school purposes.

1213. **Shaw, Albert.** Meeting new tests of rural and urban life. High school quarterly, 8: 237–39, July 1920.

Abstract of an address delivered before the National citizens' conference on education, Washington, D. C., May 1920.

The need for a bold policy in order not only that teachers may be paid a living wage and schools maintained, but that education in the broadest sense may be treated as the supreme object of statesmanship.

FOREIGN COUNTRIES.

Europe.

1214. **Duggan, Stephen P.** Observations on higher education in Europe. Journal of international relations, 10: 378–91, April 1920.

Higher education in western and southern Europe. Advocates the interchange of teachers and students between the universities of different countries.

Great Britain.

1215. **Bevan, Ralph H.** Permanent peace and the Rhodes scholarships. Outlook, 26: 164–66, May 26, 1920.

Value of the Rhodes scholarships in promoting educational reciprocity and peace between the British Empire and the United States. Outlines the work at Oxford.

1216. **Geddes, *Sir* Auckland.** The school system of Great Britain. High school quarterly, 8: 224–31, July 1920.

Address of the British ambassador to the United States before the National citizens' conference on education, Washington, D. C., May 21, 1920.

Also in School life, 4: 5–7, June 15, 1920.

1217. **Kandel, I. L.** Opportunities for advanced study in the newer English universities. American Oxonian, 7: 113–19, July 1920.

1218. **Pollock, John.** The universities and national life. Nineteenth century, 88: 115–27, July 1920.

Conditions in England described. The university as the preserver of intellectual and moral freedom, etc.

1219. **Young, George.** A school of foreign affairs. Contemporary review, 118: 51–56, July 1920.

Discusses the founding of a chair of diplomacy in the University of London, and outlines a course of study in foreign affairs.

France.

1220. **Blanguernon, Edmond.** Les classes-promenades. Revue pédagogique, 76: 389–404, June 1920.

An account of school excursions as practised in Haute-Marne, France.

1221. **Bourgin, Hubert.** L'enseignement de l'histoire moderne. Revue universitaire, 29: 340–50, May 1920.

Teaching of modern history in French lycées.

1222. **Derôme, Juvénal.** L'enseignement des notions scientifiques à l'école primaire élémentaire. Revue pédagogique, 76: 235–58, April 1920.

1223. **Gobron, Louis.** Organisation des bibliothèques d'écoles publiques. Revue pédagogique, 76: 324–35, May 1920.

The story of school libraries in France from 1833 to the present.

1224. **Gourlet, Apolline de.** Les conférences de l'Union française sur la réforme de notre éducation nationale, février-juin 1919. Éducation, 11: 216–33, September–December 1919.

To be continued.

1225. **Gros, J.** L'inspection primaire en France—situation actuelle; réformes désirables. Revue pédagogique, 76: 419–37, June 1920.

1226. **Montgomery, Walter A.** Educational reconstruction in France. School life, 5: 1–2, 13, August 1, 1920.

The sentiment for the decentralization of the traditional educational systems, the extension of labor-union ideas, and the situation in regard to physical education, school attendance, continuation education, etc.

1227. **Parker, Samuel C.** Civic-moral teaching in French secular schools. Elementary school journal, 20: 660–69, May 1920.

Concluded from March number. Discusses textbooks for civic-moral instruction. Bibliography.

1228. **Waltz, René.** L'enseignement du latin. Revue universitaire, 29: 325–39, May 1920.

Discusses the teaching of Latin in France, and how the subject may best be maintained. The topic is continued by E. Meyer in the Revue for July 1920, p. 103–12.

Spain.

1229. **Albert, R.** Une œuvre espagnole d'éducation. La fondation Gonzalez Allende de Toro. Revue pédagogique, 76: 268–81, April 1920.

An account of the legacy for educational purposes left by Don Manuel Gonzalez Allende to his native city of Toro in Spain.

Germany.

1230. **Petzoldt, Joseph.** Neue grundlegung der philosophischen propädeutik. Monatschrift für höhere schulen, 19: 142–64, April 1920.

A review of contemporary German thought on the teaching and study of philosophy.

India.

1231. **Hopkinson, Alfred.** Science in India. Contemporary review, 118: 43–50, July 1920.

Discusses the extension and improvement of education in natural science in India. Work of the universities described, also the steps taken by the Government to provide for research, and for the application of the results of scientific research to practical problems in India.

Morocco.

1232. **Grymoult, Pierre.** L'Université de Fez et les intellectuels marocains. Mercure de France, 140: 691–707, June 15, 1920.

EDUCATIONAL THEORY AND PRACTICE.

1233. **Benjamin, C. H.** Educational vaudeville. School and society, 11: 694–702, June 12, 1920.

A lecture delivered before the Engineering society at the University of Michigan, April 6, 1920. Discusses some of the new methods in education. Says from kindergarten to college our pedagogical physicians have proceeded on the theory that the pupil, young or old, must be led along and lulled into forgetfulness of the real incentives to study.

1234. **Bonser, Frederick G.** Implications for elementary education from experiments in democratizing industry. Teachers college record, 21: 108–16, March 1920.

The socialization and democratization of industry by the stimulation and reward of the individual self-expression of each workman in the intelligent improvement of his own particular work. The implication of such experiments in industry for elementary education. Thinks that a high premium should be put upon creative effort and cooperative participation in all school enterprises.

1235. **Clapp, Henry L.** Pupils' joy in school work. Education, 40: 621–31, June 1920.

A plea for greater self-expression. Says that the customary Socratic method of instruction, questions by teachers and answers by pupils, has too important a place in the methods of instruction.

1236. **Francis W. Parker school, Chicago, Ill.** Studies in education. The individual and the curriculum. Experiments in adaptation. Chicago, Pub. by the faculty of the Francis W. Parker school, 1920. 158p. illus. 8°.

Contains: 1. Jennie Hall: Individual project method. An example of its operation in a seventh grade, p. 5–45. 2. Jennie Hall and others: Adventures in civics, p. 46–60. 3. R. W. Osborne: Adaptation in the content of high school science, p. 86–92. 4. A. G. Merrill: New material in modern language work, p. 93–100. 5. L. W. Wahlstrom: Thrift as an element in good citizenship, p. 101–15. 6. The relation of art to school activities. The lower grades [by] Marie Claussenius, p. 116–27; The upper grades [by] Katherine Clements, p. 128–31.

1237. **Poole, Gladys E.** "The attempt to teach"; a diagnostic method illustrated by the clinic teaching of typical cases. Psychological clinic, 13: 173–89, May 15, 1920.

Work done in the department of clinic teaching of the University of Pennsylvania.

1238. **Sharp, Dallas L.** Education for individuality. Atlantic monthly, 125: 754–62, June 1920.

Says that history must be made "the keystone in the study arch." Emphasizes the study of the Bible—the King James version—because of its literary implications, etc.

1239. **Waits, Harmon Ebert.** Practical problems of the school. Chicago, New York [etc.] B. H. Sanborn & co., 1920. xxxiii, 278p. 16°.

1240. **Walker, N. W.** Democracy and education. High school journal, 3: 131–35, May 1920.

1241. **Wells, F. L.** Educational service and compensation. School and society, 12: 38–47, July 10, 1920.

I. Dislocation between curricular and life requirements, with special reference to the classics; II. This dislocation as a remediable factor in the low compensation of teachers; III. Three common factors of life chiefly subject to education; IV. Relation of the school to these; and V. Features of education based on instincts.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1242. **Allen, Annie W.** Boys and girls. Atlantic monthly, 125: 796–804, June 1920.

Education and adolescence.

1243. **Ballard, P. B.** Psychology and the teacher. Journal of education and School world, 52: 541–43, August 1920.

Importance of applied psychology to the teacher; mental tests and statistical methods discussed.

1244. **Ide, G. G.** The educability level of five-year-old children. Psychological clinic, 13: 146–72, May 15, 1920.

A study based upon work conducted in two kindergartens in a public school in one of the best residental sections of Philadelphia; and two others in the best Italian sections of that city.

1245. **La Rue, Daniel Wolford.** Psychology for teachers. New York, Chicago [etc.] American book company [1920] 316p. illus. 12°. (American education series. G. D. Strayer, general editor)

This book brings to bear upon the problems of teaching the principles of psychology and their special applications as they have been derived by recent investigations. The method used is inductive, proceeding from the known to the unknown.

1246. **Leonard, Eugenie Andruss.** A parent's study of children's lies. Pedagogical seminary, 27: 105–36, June 1920.

Bibliography: p. 135–36.

1247. **Luckey, G. W. A.** The psychological clinic in practice. School and society, 12: 6–13, July 3, 1920.

Read before the Nebraska academy of science, Crete, Nebr.

1248. **O'Shea, M. V.** The trend of the teens. Chicago, F. J. Drake & co. [1920] 281p. 12°.

In this book the aim has been "to make the discussion intelligible and practical by presenting typical traits of childhood as exhibited in the ordinary situations of daily life, and then endeavoring to explain these traits and to indicate how they should be dealt with when they are not in accord with the requirements of life in the home, in the school, and in the community."

EDUCATIONAL TESTS AND MEASUREMENTS.

1249. **Beverley, Clara.** Self-measurement by elementary-school pupils. English journal, 9: 331–37, June 1920.

The use of the composition scale by pupils.

1250. **Brooks, Samuel S.** Getting teachers to feel the need for standardized tests. Journal of educational research, 2: 425–35, June 1920.

The second article on the general topic "Putting standardized tests to practical use in rural schools."

1251. **Brown, H. A.** A study of ability in Latin in secondary schools; a description of a method of measuring ability in Latin, with a statistical study of the results of a survey of instruction in Latin in New Hampshire secondary schools. Oshkosh, Wis., Pub. at State normal school, 1919. x, 170p. 8°.

This investigation was begun when the writer was director of the Bureau of educational research connected with the New Hampshire Department of public instruction. Most of the data contained in the study were gathered and tabulated in 1917. The writer is now president of the State normal school at Oshkosh, Wis.

1252. **Cohen, Joseph.** The use of objective criteria in the measure of drawing ability. Pedagogical seminary, 27: 137–51, June 1920.

1253. **Colvin, Stephen S.** The validity of psychological tests for college entrance. Educational review, 60: 7–17, June 1920.

Says that the diagnostic values of such tests have yet to be demonstrated; but their prognostic values have been definitely established.

1254. **Fee, Ira B.** Advantages and disadvantages of mental tests. American school board journal, 61: 29–30, August 1920.

The use of mental tests in the elementary schools of Missoula, Montana, and some of the benefits of the tests.

1255. **Haberman, J. Victor.** The measures of intelligence diagnostically remeasured. 61p. 12°.

Reprinted from the Medical record, March 20 and 27, 1920.
References: p. 60–61.

1256. **Hatch, Roger Conant.** A standard of measurement in English composition. English journal, 9: 338–44, June 1920.

The writer says that the crying need of secondary-school teachers of English composition today seems to be a standard, or scale of measurement, by which the results of teaching may be graded.

1257. **Jacob, Peyton.** Intelligence tests for college entrance. High school quarterly, 8: 174–80, April 1920.

Paper read before the Association of Georgia colleges, Atlanta, January 12, 1920.
Results of the intelligence tests given to some college students of Georgia.

1258. **Johnson, Buford.** The use of tests in the evaluation of methods of instruction. Journal of educational psychology, 11: 78–82, February 1920.

"One hundred and seventy-three pupils in grades IV to VIII that had failed of promotion because of deficiency in one or more fundamental subjects were given eight standard educational tests. On the basis of the results a careful diagnosis was made of each pupil's deficiencies, and suggestions arrived at for the best methods of dealing with individual cases."

1259. **Kelley, Truman L.** Values in high school algebra, and their measurement. Teachers college record, 21: 246–90, May 1920.

Contains the replies from a number of men and women of affairs and from mathematicians giving their views on the values resulting from studying high school mathematics. Gives a mathematical values test based on the replies received and the scales for use in grading answers.

1260. **Koos, Frank H.** Educational measurements in a small school system. Journal of educational research, 2: 493–501, June 1920.

References, p. 501.
Measurement work carried on in the schools of Anoka, Minnesota, by the teachers themselves.

1261. **Lowell, Frances Erma.** A group intelligence scale for primary grades. 215–47 p. 8°.

A thesis presented to the faculty of the graduate school of the University of Minnesota in partial fulfillment of the requirements for the degree of doctor of philosophy.

1262. **McClelland, William.** The distribution and reliability of psychological and educational measurements. British journal of psychology, 10: 315–18, July 1920.

1263. **Maxwell, Paul A.** Tests in general science. General science quarterly, 4: 443–50, May 1920.

Test of information and tests of reasoning in general science work.

1264. **Murchuson, Carl.** Criminals and college students. School and society, 12: 24–30, July 3, 1920.

Paper read before the Ohio college association, April 2, 1920.
Gives some facts which prove that the difference between the average individual and the average criminal is not a difference that can be expressed in terms of intelligence.

1265. **Patterson, Herbert.** How can the ability of student-teachers be measured? Educational administration and supervision, 6: 215–19, April 1920.

Read at the annual meeting of the Oklahoma education association, February 20, 1920.

1266. **Pressey, Sidney L.** A brief group scale of intelligence for use in school surveys. Journal of educational psychology, 11: 89–100, February 1920.

"A detailed account of the tests used, the derivation of the scale, norms and distribution of performance, correlation between scale results and teachers' judgments, and suggestions for the best use of the scale. The tests can be given in twenty-five minutes and scored in five minutes for each pupil."

1267. **Richardson, J. W.** The campaign method in elementary education. Journal of educational research, 2: 481–92, June 1920.

An address delivered before the National association of directors of educational research at Cleveland, Ohio, February 26, 1920.
The results of three campaigns carried on in the Hibbing, Minn., schools for the purpose of improving the work in the four fundamental processes in whole numbers.

1268. **Van Wagenen, M. J.** Some results and inferences derived from the use of the army tests at the University of Minnesota. Journal of applied psychology, 4: 59–72, March 1920.

1269. **Witham, Ernest.** The most accurate measure of handwriting. Educational administration and supervision, 6: 150–58, June 1920.

SPECIAL METHODS OF INSTRUCTION.

1270. **Courtis, Stuart A.** Teaching through the use of projects or purposeful acts. How to provide for the development of fundamental skills? Teachers college record, 21: 139–49, March 1920.

Address given at Teachers college annual conferences, 1919.

1271. **Hatch, R. W.** The project-problem as a method for teaching history. Historical outlook, 11: 237–40, June 1920.

1272. **Herring, John P.** Bibliography of the project method. Teachers college record, 21: 150–74, March 1920.

Annotated.

1273. **Horn, Ernest.** "Motion pictures as an educational agency." Visual education, 1: 18–23, June 1920.

The purpose of this article is to evaluate the experiment reported by Mr. John V. Lacy in his article, "Motion pictures as an educational agency," appearing in the Teachers college record, November, 1919.

1274. **Lepaulle, Pierre.** Le systéme du "case" et la méthode socratique dans les écoles de droit américaines. Revue internationale de l'enseignement, 40: 161–83, May–June 1920.

1275. **Macleod, Annie Louise.** Moving pictures in the teaching of chemistry. Visual education, 1: 18–23, May 1920.

1276. **Stockton, James Leroy.** Project work in education. Boston, New York [etc.] Houghton, Mifflin company [1920] xiv, 167p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

This book shows what the fundamental principles in modern education are, and how they make project work inevitable as a method in all subjects. It also shows the body of material for project work as a new school subject.

1277. **Tanner, Rollin H.** An application of the laboratory method to the teaching of Greek and Latin. Classical journal, 15: 546–54, June 1920.

The author says that the laboratory method as applied to the teaching of elementary classes in Greek and Latin is an attempt to suit the instruction to the needs of the individual student. Work at Denison university.

1278. **Wilson, J. H.** Visual education in Detroit schools. Visual education, 1: 9-14, June 1920.

The director of visual education in the Detroit public schools tells of the positive results of one year's work in visual education in fourteen schools in Detroit.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1279. **Anderson, C. J.** *and* **Merton, Elda.** Remedial work in reading. Elementary school journal, 20: 685–701, 772–91, May, June 1920.

Attributes much of the weakness of modern methods of teaching reading to the system of mass instruction. Presents remedial measures. Gives results of the Gray oral reading tests.

1280. **Brown, H. A.** Formulation of method in reading. Journal of educational research, 2: 436–51, June 1920.

An address delivered before the National association of directors of educational research, at Cleveland, Ohio, February 26, 1920.

Suggests certain definite steps in the direction of improved methods of instruction which need to be taken immediately.

1281. **Leonard, Sterling A.** The teaching of reading and literature. Virginia teacher, 1: 143–48, July 1920.

The value of literature and some suggestions concerning the selection of literature for children.

1282. **Stone, R. E.** Duplication of reading material in fifteen second-grade readers. Elementary school journal, 20: 702–10, May 1920.

An analysis and classification of the contents of fifteen second-grade readers. "All told," says the writer, "77 selections are duplicated somewhere in the 15 readers."

1283. **Woody, Clifford.** The overlapping in the content of fifteen second readers. Journal of educational research, 2: 465–74, June 1920.

LITERATURE.

1284. **Mason, Michael.** The function of literature in education. Contemporary review, 118: 85–94, July 1920.

Advocates the study of literature in the students' own tongue; relation of literature to life.

1285. **Smith, Milton M.** Dancing through English literature. English journal, 9: 306–17, June 1920.

The Morris dance and other folk dances in English literature.

1286. **Snyder, Franklyn Bliss.** The first college course in English literature. School and society, 12: 1–6, July 3, 1920.

The historical survey course in English literature. The writer questions whether our students derive as much profit from a historical survey as they might from a suitable modification of the present practice.

ENGLISH AND COMPOSITION.

1287. **Bowman, James C.** The marking of English themes. English journal, 9: 245–54, May 1920.

Says that teachers of the English department, through discussion, should agree upon certain standards of marking which will fit local conditions.

1288. **Kellogg, Walter G.** Is grammar useless? North American review, 212: 36–42, July 1920.

Writer contends that English grammar, as it is now taught, should be dropped entirely from our schools.

1289. **Owen, Dorothy Tudor** (*Mrs.* **Douglas Truman**). The child vision; being a study in mental development and expression. Manchester, At the University press; London, New York [etc.] Longmans, Green & co., 1920. xvi 180p. 12°. (Publications of the University of Manchester, Educational series No. 9.)

This book presents a method of teaching English composition. In the Introduction, Prof. R. L. Archer says that Mrs. Truman sees that every child possesses a store of pictures of his own—in his mind—which he can easily translate into language. Mrs. Truman's method is a training in thought, which the old methods of composition are not.

1290. **Simons, Sarah E.** English problems in the solving, for the junior and senior high schools. Chicago, New York, Scott, Foresman and company [1920] 239p. 12°.

Some problems confronting the English teacher in grammar, punctuation, spelling, vocabulary, oral and written expression, interpretation of literature, the teaching of the classics, etc.

1291. **Smith, *Mrs.* Lillian E.** Minimal essentials in composition and grammar for the elementary schools, grades 1–8. Inter-mountain educator, 15: 387–405, May 1920.

Report made to the Inland empire council of teachers of English, April 1920.

1292. **Snyder, Franklyn B.** "English A" once more. English journal, 9: 261–65, May 1920.

Discusses a remedy for poor results obtained in college in required composition. There should be a larger amount of expository writing in the fourth year of the high school, with criticisms of compositions by teachers.

1293. **Ward, Cornelia Carhart.** Unified subject-matter for composition. English journal, 9: 318–30, June 1920.

A course on French life, correlating English with the course in French, by using material from French books read, or material supplementary to them, thus broadening the knowledge of the pupil and aiding him in the expression of knowledge gained.

MODERN LANGUAGES.

1294. **Atkins, Henry Gibson,** *and* **Hutton, H. L.** The teaching of modern foreign languages in school and university. London, Edward Arnold; New York, Longmans, Green and co., 1920. 246p. 12°.

Bibliography: p. 239–44.

Refers briefly to the main features of the past history and development of modern language teaching, but devotes particular attention to its general position at the present day, and what appears to be the main tendencies and the desirable policy for the future. Discusses questions of organization and administration. Written not only for teachers, but also for all those interested in the welfare of modern language teaching.

1295. **Goché, Paul.** La méthode scolaire rationnelle dans l'enseignement des langues vivantes. Revue universitaire, 29: 113–26, July 1920.

A brief résumé of the first part of a work in course of publication, entitled Réformes universitaires d'après-guerre. The article takes up the topics of the direct method, the general and special principles of language-teaching, and the method of instrumental music in the teaching of languages.

1296. **Graham, G. Nelson.** Transfer of training in the study of Spanish. Ohio educational monthly, 69: 181–85, June 1920.

First discusses Spanish as a disciplinary subject and then shows how Spanish transfers to many school subjects and how they transfer to Spanish.

1297. **Modern language association of America.** Report of the Committee on Romance language instruction and the war. *In its* Publications, n. s. vol. 28, no. 2, June 1920. p. xliv–lxii.

Members of committee: E. H. Wilkins, chairman; C. A. Downer, C. H. Grandgent, J. Lustrat, B. E. Young.

1298. **Mohr, Wilhelmina.** An experiment in correspondence. Modern language journal, 4: 387–96, May 1920.

The gratifying results of the correspondence work carried on between students in France and the students of the Manual training high school of Denver, Colorado.

1299. **Schoele, Franck L.** La maison française de l'Université de Chicago. Revue universitaire, 29: 138–41, July 1920.

Columbia university, the University of Wisconsin, and the University of Chicago each now has a "French house" for students of the French language. This article describes the house at the last-named institution.

1300. **Schweikert, H. C.** The study of Russian. School and society, 11: 638–43, May 29, 1920.

In favor of introducing Russian as a living language into our college curricula.

1301. **Waxman, Samuel M.** Fulminations of a college professor, with special reference to Spanish. Modern language journal, 4: 397–406, May 1920.

Paper read before the Modern language section of the New Hampshire state teachers' association.

ANCIENT CLASSICS.

1302. **Fletcher, W. H.** The translation method of teaching Latin. Journal of educational psychology, 11: 1–15, January 1920.

"An account of a method of teaching Latin which is based on the same procedure as that employed in teaching first grade pupils to read English. The emphasis is placed on the recognition of words in their relations as used to express ideas. Reading, dialog, and dramatization are stressed, and only such grammatical constructions are noted as are essential to the comprehension of the meaning."

1303. **Lodge, Gonzalez.** Dramatic interpretation in the teaching of the classics. Teachers college record, 21: 217–37, May 1920.

An address delivered at a meeting of the Classical association of the Atlantic States, Baltimore, April 30, 1920.
The use of the dramatic form as an aid in teaching Latin.

1304. **Osler, *Sir* William.** The old humanities and the new science; an address before the Classical association, Oxford, May 16th, 1919. London, J. Murray, 1919. 32p. 8°.

Also published in the United States, with an introduction by Harvey Cushing, M. D., by the Houghton Mifflin company, Boston, 1920.
This last public address of Dr. Osler is a plea made by him as president of the Classical association of Great Britain for a new bridal of science and the classics. The address is a crowning instance of the way in which, in the speaker's mind, the practical service of science is beautified by the liberal and imperishable spirit of classical thought.

SOCIAL SUBJECTS.

1305. **Finney, Ross L.** Course in general history from the sociologists' standpoint. Historical outlook, 11: 221–27, June 1920.

1306. **Hearnshaw, F. J. C.** The study of world history. Contemporary review, 118: 57–64, July 1920.

Discusses the function of history in education.

1307. **Price, G. V.** The sociological basis of education. Education, 40: 591–600, June 1920.

Says that the universities are the strategic points in the campaign of social education. More time should be given to sociology and the social sciences.

MATHEMATICS.

1308. **Lynde, L. E.** Some helps and hindrances in teaching mathematics in the secondary schools. Mathematics teacher, 12: 139–53, June 1920.

Says that the aim in teaching mathematics should be to develop the mathematical sense of the student. The art of computation is then merely this sense applied.

1309. **Sampson, Charles H.** Teaching practical mathematics efficiently. Mathematics teacher, 12: 167–71, June 1920.

1310. **Wheelock, Charles F.** Proposed syllabus in algebra. Mathematics teacher, 12: 101–14, March 1920.

With a few exceptions, a reprint of the tentative syllabus issued in February 1919.

1311. **Williams, H. B.** Mathematics for the physiologist and physician. Mathematics teacher, 12: 115–23, March 1920.

SCIENCE.

1312. **Barnes, Harry E.** The historian and the history of science. Scientific monthly, 2: 112–26, August 1920.

Discusses among other things the present status of the history of science in American education. The writer commends the study of the history of science because it provides a fundamental and illuminating background for the study of the history of civilization.

1313. **Caldwell, Otis W.** General science as a college entrance subject. General science quarterly, 4: 460–65, May 1920.

Reports from universities and colleges regarding the acceptance of general science as a college entrance subject.

1314. **Hanna, John Calvin.** The place of general science in the high school. School science and mathematics, 20: 516–26, June 1920.

Read before the Central association of science and mathematics teachers, Chicago, November 29, 1919.

1315. **Phillips, Thomas D.** A study of notebook and laboratory work as an effective aid in science teaching. School review, 28: 451–53, June 1920.

MUSIC.

1316. **Music supervisors' national conference.** Journal of proceedings of the twelfth annual meeting . . . held at St. Louis, Mo., March 31–April 4, 1919. 176p. 8°. (Miss Elizabeth Pratt, secretary, St. Louis, Mo.)

Contains: 1. Osbourne McConathy: The place of music in the new educational program, p. 24–28. 2. C. E. Seashore: Demonstration of measurements of musical capacity, p. 30–38. 3. C. G. Hamilton: How far should credit courses in piano playing be standardized? p. 49–52. 4. T. P. Giddings: Piano classes in public schools, p. 52–56; Discussion, p. 56–58. 5. A. J. Gantvoort: The training of the supervisor, p. 81–83. 6. Julia E. Crane: The training of the music supervisor, p. 83–85. 7. W. O. Miessner: Music democratized, p. 89–92. 8. J. L. Erb: The place of the state university in the general scheme of public music instruction, p. 93–96. 9. H. O. Ferguson: The relationship of the music supervisor to the various agencies engaged in community music, p. 129–31. 10. C. B. Stillman: The attitude of labor toward music education, p. 134–37.

1317. ———. [Papers read at the thirteenth annual meeting, Philadelphia, 1920] School music, 21: 5–58, May–June 1920.

Contains: 1. Hollis Dann: The Music supervisors national conference—past, present, future, p. 12–17, 20–22. 2. G. H. Gartlan: The supervisor of the future, p. 22–27. 3. Frank Damrosch: Music and public education—the mental and musical equipment of the supervisor, p. 27–30. 4. Inez F. Damon: Public school piano classes as I have known them, p. 30–34. 5. W. H. Aikin: School music piano classes, p. 34, 36, 38. 6. G. M. Tindall: Music appreciation in the high school, p. 38, 40, 42, 44, 46. 7. P. E. Beck: Some suggestions for music in rural schools, p. 46, 48, 50. 8. William Breach: Specific voice training in the high school, p. 50, 52, 54, 56, 58.

1318. **Shera, F. H.** Music and education: some ideals of to-day. Journal of education and school world (London) 52: 359–60, June 1, 1920.

Deals with conditions in boys' schools in England, preparatory and public.

1319. **Weber, Henriette.** Putting young America in tune; how to teach the child appreciation of music... Chicago, F. J. Drake & co. [1920] 203p., plates. 12°. (The parent's library)

ELOCUTION.

1320. **Agan, Karl E.** Public speaking in a military college. Quarterly journal of speech education, 6: 25–32, June 1920.

Work at the Pennsylvania military college.

1321. **Woolbert, C. H.** Report of the committee on research. Quarterly journal of speech education, 6: 58–72, June 1920.

Report on speech education to the National association of teachers of speech, which met at Chicago, December 1919.

SAFETY.

1322. **Mayo, Marion J.** Psychological and administrative phases of education in accident prevention. Educational administration and supervision, 6: 226–31, April 1920.

Read before the joint session of Sections H and L of the American association for the advancement of science, at St. Louis, Mo., December 30, 1919.

KINDERGARTEN AND PRIMARY SCHOOL.

1323. **Holmes, Hilda M.** The motivation of primary work. Elementary school journal, 20: 767–71, June 1920.

Discusses the attempt to motivate primary work at the San Francisco state normal school in four low primary classes.

RURAL EDUCATION.

1324. **National conference on rural school consolidation.** Proceedings of the first conference held at Cedar Falls, Iowa, February 17–19, 1920, under the joint auspices of the United States Bureau of education, the Iowa Department of public instruction and the Iowa State board of education. Cedar Falls, Iowa, Iowa State teachers college, 1920. 85p. 8°. (Iowa state teachers college. Bulletin, vol. 20, no. 4, pt. 2, June 1920)

1325. **Averill, Lawrence A.** Revitalizing the rural school curriculum. Education, 40: 611–20, June 1920.

Discusses the need of more efficient instruction in hygiene in the rural school, because of the ignorance of country people in matters of farm and village sanitation.

Bibliography: p. 619–20.

1326. **Bone, H. A.** The small community and its school. School news and practical educator, 33: 561–64, June–July 1920.

Advocates the community school for boys and girls below high school age in rural communities.

1327. Consolidation of schools. American review of reviews, 62: 179–87, August 1920.

A symposium: "Remaking country schools," by Hon. W. L. Harding, p. 179–83; "Improving rural schools in New York," by John H. Finley, p. 183–85; Pennsylvania's plans for school consolidation, by the editor, p. 185–87.

1328. **Dunn, Fannie W.** The distinction between administration and supervision. Educational administration and supervision, 6: 159–65, June 1920.

The present status and scope of the rural supervisor's work.

1329. **Firestone ship by truck bureau, Firestone Park, Akron, Ohio.** Consolidated rural schools and the motor truck. Akron, Ohio, Firestone ship by truck bureau, 1920. 52p. illus. 8°. (Bulletin no. 6, July 1920)

Bibliography: p. 51–52.

1330. **Showalter, N. D.** A handbook for rural school officers. Boston, New York [etc.] Houghton Mifflin company [1920] 213p. illus. 12°.

A handbook for rural school trustees to help them to a more intelligent understanding of the important work which they are called upon to perform. Gives information concerning school administration and supervision, school management, the school plant, etc.

1331. Teaching, vol. 6, no. 3, April 1920. 31p. (School consolidation number)

SECONDARY EDUCATION.

1332. **California high school teachers' association.** Proceedings of the eighth annual meeting, 1920. Sierra educational news, August 1920. 96p.

Contains: 1. T. W. Gosling: Education for citizenship, p. 10–12. 2. E. A. Lee: What shall we teach the part-time pupil? p. 15–19. 3. Helen L. Price: A system for handling free textbooks, p. 19–22. 4. S. F. Batdorf: Problems of rehabilitation, p. 24–29. 5. C. E. Rugh: The economic, social, and professional status of the public school teacher, p. 29–33. 6. E. M. Cox: Initiative constitutional amendment for financing schools, p. 33–35. 7. Emma J. Breck: Suggested literature lists for four-year high schools, p. 36–40. 8. Cora P. McKay: Some projects in English, p. 40–43. 9. Mary A. Wood: Making readers of non-readers, p. 44–46. 10. L. J. Paetow: The future of Latin, p. 49–53. 11. L. W. Bartlett: Rehabilitation and vocational training, p. 63, 65. 12. W. M. Proctor: Mental tests as an aid in the vocational advisement of high school pupils, p. 67, 69. 13. Margaret Mills: Standardization of the content of high school home economics courses, p. 73, 75, 77, 79. 14. T. A. Smith: Standardization of content of courses in science—report of state committee, p. 79, 81, 83. 15. J. C. Funk: Standardization of the content of the high school mathematics courses, p. 83, 85, 87, 89, 91–92. 16. Elizabeth Wood: Minimum essentials in high school composition, p. 92–94.

1333. **Briggs, Thomas H.** The junior high school. Boston, New York [etc.] Houghton Mifflin company [1920] x, 350p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley. Division of secondary education, ed. by Alexander Inglis)

Bibliography: p. 329–48.

This book and that by L. V. Koos cover substantially the same ground, but Dr. Briggs's work treats the subject more fully and at greater length. Each volume depicts the actual status of the movement from information gained by personal visits to representative schools and from questionnaires and other reports. Attention is given to the historical development of the junior high school, claims for and objections to this type of school, its special functions, curricula and courses of study, methods of teaching, administration, buildings and grounds, costs, and results.

1334. **Butterfield, E. W.** The program of the small high school. High school quarterly, 8: 243–47, July 1920.

The State commissioner of education of New Hampshire describes the program used, with more or less success, in a number of small high schools in New Hampshire.

1335. **Drury, S. S.** The wild olive bough. Harvard graduates' magazine, 28: 565–73, June 1920.

Discusses the private boarding school showing certain points of failure and field for reform.

1336. **Folwell, William W.** The high school as the people's college. M. E. A. news-letter, 7: 26–30, April 1920.

Read before the section of secondary education of the Minnesota educational association, November 6, 1919.

Advocates adding two more years to the high school course, making the people's college "a complete and sufficient organ of the secondary epoch of education, offering a truly liberal preparation for the elevation and enrichment of individual and social life, and incidentally for the development of directive talent and the advancement of industry and art."

1337. **Foster, John E.** The effect of the war on secondary schools. A summary of reports from 75 high schools accredited by the North Central association of colleges and secondary schools. American school, 6: 102–103, April 1920.

1338. **Glass, James M.** Socializing the high school administration. High school quarterly, 8: 247–56, July 1920.

Five years with student participation in school control and organized student activities in the Washington junior high school at Rochester, New York.

1339. **Gould, Arthur.** The intermediate schools of Los Angeles. School review, 28: 419–35, June 1920.

An historical and statistical study of secondary education in Los Angeles.

1340. **Kennedy, Joseph.** An educational problem. [University, N. D., The University, 1920] cover title, p. [385]–395.

Reprinted from the Quarterly journal of the University of North Dakota, vol. X, no. 4, July 1920.

Address before the State high school conference and the northeastern division of the North Dakota teachers' association, Grand Forks, N. D., May 13, 1920.

Deals with the duplication in secondary and higher education as it exists today and advocates the People's college as the institution for education between the elementary school and the university.

1341. **Koos, Leonard V.** The junior high school. New York, Harcourt, Brace and Howe, 1920. 179p. 12°.

1342. **Marsh, John A.** Making a high school program. Educational administration and supervision, 6: 202–14, April 1920.

1343. **Meredith, Albert B.** Why high school principals succeed and why they fail. Teachers college record, 21: 117–23, March 1920.

Address given at the annual alumni conferences at Teachers college, February 1920.
The writer has in mind particularly the small high school, with fewer than seven teachers.

1344. **Miller, E. A.** High schools in Ohio prior to 1850. School review, 28: 454–69, June 1920.

Says that the most significant feature of Ohio's educational development in the latter part of the decade 1840-50, is the organization of town and city systems of schools.

1345. **North central association of colleges and secondary schools.** Directory, standards, statistical analysis and list of accredited secondary schools . . . also the special studies: 1. Tentative standards for junior high schools. 2. Effect of size of classes on quality of work. 3. Teaching citizenship in high schools. Edited by C. O. Davis. 1920. 64p. 8°.

1346. **Roemer, Joseph.** Function of secondary education. The services rendered the state of Tennessee by its first-class county high schools. Nashville, Tenn., George Peabody college for teachers [1920] 169p. 8°. (Contributions to education, no. 1)

1347. School and home, Spring 1920. (Published by the Ethical culture school, New York City)

This number deals with high school life.
Contains: 1. O. W. Caldwell: Some considerations in reorganization of high school education, p. 1-3. 2. L. H. Mitchell: The transition from the elementary to the academic point of view, p. 3-8. 3. Mabel T. Burnham: Our lower high school, p. 8-12. 4. Augustus Klock: The teaching of physical science in the Ethical culture school, p. 13-18. 5. H. W. Smith: The function of English, p. 18-22.

1348. **Smith, W. A.** Junior high school practices in sixty-four cities. Educational administration and supervision, 6: 139–49, March 1920.

NORMAL TRAINING.

1349. **Bagley, William C.** The future of the city training school. Educational administration and supervision, 6: 111–26, March 1920.

A paper read before the Department of city training schools, N. E. A., Cleveland, February 26, 1920.

1350. **Carnegie foundation for the advancement of teaching.** The professional preparation of teachers for American public schools. A study based upon an examination of tax-supported normal schools in the State of Missouri; by William S. Learned, William C. Bagley, and Charles A. McMurry, George D. Strayer, Walter F. Dearborn, Isaac L. Kandel, Homer W. Josselyn.

New York, The Carnegie foundation for the advancement of teaching [1920] xix, 475p. map. f°. (*Its* Bulletin, no. 14)

This study of the preparation of teachers for the public schools originated in an official request made to the Carnegie foundation by the governor of Missouri in July 1914, for an examination of the agencies for the training of teachers in the State. A study of these agencies led to an attempt to evaluate the process itself by which teachers are prepared, and to an effort to formulate trustworthy principles of procedure. This report deals only with the Missouri normal schools, and includes a somewhat technical discussion of the fundamental considerations that enter into the organization and conduct of teacher-training courses.

1351. **O'Shea, M. Vincent.** Is the professional training of teachers illiberal? Educational review, 60: 35–41, June 1920.

Makes a plea for more special professional study.

1352. **Richards, Albertino A.** The motivation of the professional course in the normal school. School and society, 11: 732–37, June 19, 1920.

1353. **Weniger, Ludwig.** Lehrerbildung durch reisen. Monatschrift für höhere schulen, 19: 203–16, May 1920.

Deals with the value of travel in the preparation of the teacher of languages and of history.

1354. **Woody, Clifford.** The administration of the psychology prerequisite to courses in education. Journal of educational psychology, 11: 61–77, February 1920.

"A study of the practice of forty-four of the leading colleges and universities in the United States regarding the requirement of psychology as a basis for courses in education. While psychology in some form is regarded as basic for education, there is the widest variation as to the type of psychology required and the school or other division in which the work is offered."

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1355. **Bagley, William C.** A competent teacher for every American child. School and home education, 39: 230–33, June 1920.

A paper read before the first general session of the National citizens' conference on the crisis in education, Washington, May 19, 1920.
The present status of the teaching profession.

1356. **Brooks, Maro S.** The responsibility for the present condition of the teaching profession. Education, 40: 634–46, June 1920.

Discusses the teacher shortage, salaries, etc.

1357. **Cross, E. S.** The truth about teachers. Yale review, 9: 744–58, July 1920.

A plea for better salaries and higher professional training of teachers.

1358. **Downing, M. B.** Women's vote and the educational crisis. America, 23: 222–24, June 26, 1920.

Speaks of the scarcity of trained teachers. Says that if women can bring even a limited degree of order into the chaotic conditions which the nation faces when another school year opens, they will have justified their demand to vote.

1359. **Gould, J. C.** "Speaking of salaries." American school board journal, 60: 43–45, 109, June 1920.

Gives some statistics collected from the high schools of North Dakota. The writer says that "The trouble with most of the talk and agitation in regard to this salary problem is that it is couched in terms of the pre-war dollar. The general public, and most of the teachers themselves, think of salaries in the light of former standards. The cost of living has increased to more than double what it was a few years ago. Yet if the teacher who received $80 a month then gets $120 now she feels that she has had an increase in pay."

1360. How the national menace of underpaid teachers is being faced. American city, 23: 24–25, July 1920.

Gives an interesting tabulation of conditions in various cities.

1361. **Mac Adam, George.** The crisis in our schools. World's work, 40: 247–55, July 1920.

Discusses the results of teacher shortage. Gives salary schedules in the various States. Illustrated.

1362. **McConaughy, James L.** The recruiting of teachers for colleges. School and society, 11: 721–25, June 19, 1920.

1363. **McVey, Frank L.** Teaching as a calling. School and society, 11: 691–94, June 18, 1920.

A synopsis of an address given before students of the Ohio Wesleyan University, March 29, 1920, by the president of the University of Kentucky.
The writer says that the man or woman who enters teaching now, who has a fair amount of training, is apt to go forward very rapidly. There is no better time to enter a calling from the point of view of opportunity than the one when people are leaving it and looking for chances in other directions.

1364. The M. E. A. News-letter, vol. 7, no. 1, April 1920. (Teachers' salaries in Minnesota).

Contains: 1. W. H. Shephard: Teachers' salaries in Minnesota, p. 6-9. 2. Teachers' salaries and expense statistics, p. 9-12. 3. J. M. McConnell: The teacher situation, p. 12-16. 4. L. D. Coffman: The present crisis in the teaching profession, p. 17-23. 5. Sadie M. Alley: To teachers: why teach? p. 24.

1365. **Mochlman, Arthur B.** A survey of teachers' salaries in Detroit. [Detroit, Board of education, 1920] 47p. incl. tables, diagrs. 8°. (The Detroit educational bulletin. Research bulletin, no. 1, 1920.)

1366. **Putnam, Mary B.** Wages and service. American schoolmaster, 13: 207–13, June 1920.

Reply to an article which appeared in the American schoolmaster for April 1919, entitled "Service and wages." Discusses the questions of equal pay for men and women teachers, the married woman as teacher, etc.

1367. **Pyle, William Henry.** The teacher's ideals of life and happiness. Columbia, Mo., The Missouri book company, 1920. ix, 109p. 16°.

1368. **Rugg, H. O.** Self-improvement of teachers through self-rating: a new scale for rating teachers' efficiency. Elementary school journal, 20: 670–84, May 1920.

Summarizes the chief features of the various schemes for rating the efficiency of teachers; and suggests administrative devices by which self-improvement can be effected through self-rating. Presents an elaborate form for "a rating scale for judging teachers in service."

1369. **Steinway, Louise S.** Why teach? Moderator-topics, 40: 604–605, June 3, 1920.

Tells of many advantages of the teaching profession and says that the outlook as a whole for the profession was never brighter.

1370. **Tildsley, John L.** The crisis in education. Bulletin of high points, 2: 31–35, April 1920.

Teachers' salaries and cost of living.

HIGHER EDUCATION.

1371. **National association of state universities in the United States of America.** Transactions and proceedings . . . Chicago, Ill., November 10–11, 1919. 160p. 8°. (Frank L. McVey, secretary-treasurer, University of Kentucky, Lexington, Ky.)

Contains: 1. A. R. Hill: President's address, p. 8-14; Discussion, p. 14-16. 2. S. P. Capen: Plans for the exchange of foreign students, p. 36-42; Discussion, p. 42-44. 3. M. L. Burton: Cooperation between universities, p. 45-49; Discussion, p. 49-68. 4. W. O. Thompson: Pending educational legislation before Congress, p. 69-80; Discussion by S. P. Capen, p. 80-82. 5. F. J. Morrow: Military instruction in State universities, p. 88-95; Discussion, p. 95-111. 6. J. C. Futrall: The effect of military instruction on curricula, p. 111-14; Discussion, p. 114-25. 7. W. O. Thompson: New university problems raised by changed economic conditions, p. 125-33. 8. R. E. Vinson: Legislative problems—what should they be in view of existing conditions? p. 133-38. 9. R. J. Aley: The problem of university salaries, p. 138-41; Discussion, p. 141-51.

1372. **Bridges, James W.** *and* **Dollinger, Verona M.** The correlation between interests and abilities in college courses. Psychological review, 27: 308–14, July 1920.

Says that "achievement in any vocation depends partly upon ability to do the work and partly upon interest in that particular kind of work. The problem for vocational guidance is therefore to measure ability and interest." Study based on records obtained from over 500 students in the Ohio state university.

1373. **Chase, Harry Woodburn.** The state university and the new South. School and society, 11: 631–38, May 29, 1920.

Inaugural address of the president of the University of North Carolina, April 28, 1920.

1374. **Claxton, Philander P.** The junior college's opportunity. School life, 5: 1, 10–11, July 15, 1920.

Read before the National conference of representatives of junior colleges.
Thinks that with the same amount of money the effectiveness of our schools of higher learning might be increased from 20 to 30 per cent by making use of the junior college idea.

1375. **Faÿ, B.** Harvard 1920. Harvard graduates' magazine, 28: 587–93, June 1920.

Harvard as it appears to a European. Mr. Faÿ has been at Harvard for six months as Victor Emmanuel Chapman memorial fellow.

1376. **Foster, William Trufant.** First report of the president of Reed college, 1910–1919. Portland, Oreg., 1919. 164p. 12 plates. 12°. (Reed college record. no. 34, December 1919)

A report containing a history of Reed college and of the administration of its first president Dr. Foster, 1910–19, together with a statement of reasons for adopting certain policies.

1377. **Koos, Leonard V.** The flexibility of requirements for admission to colleges east and west. School review, 28: 436–50, June 1920.

A study based on printed statements of admission requirements and responses to a questionnaire. Says there is a tendency toward greater flexibility in admission requirements in the West, making it more nearly possible for the high school to perform its important function of exploration for guidance. Illustrated with graphs.

1378. **Minnesota. University.** Laws and regulations governing the University of Minnesota. Comp. from the statutes of the United States, statutes of Minnesota, regulations of departments of the Federal government, minutes of the Board of regents, acts of the University senate. Minneapolis, The University of Minnesota, 1920. xii, 541 p. 8°.

1379. New York university. Outlook, 125: 154–56, May 26, 1920.

Popular article on activities of New York university. Illustrated.

1380. **Park, Julian.** The city and the university. University of Buffalo studies, 1: 192–206, June 1920.

Includes a description of the University of Cincinnati by Prof. Carl Holliday, and also tells of the University of Buffalo.

1381. **Schurman, Jacob Gould.** The American university: today and tomorrow. Indiana university alumni quarterly, 7: 156–78, April 1920.

Foundation day address, January 20, 1920.
Describes the grave and dangerous situation in which our universities to-day find themselves and the outlook for the future.

1382. **Stewart, Joseph S.,** *ed.* Record of students entering Georgia colleges and normal schools, 1918–19. Athens, Ga. The University, 1920. 43p. 8°. (Bulletin of the University of Georgia, vol. XX, no. 3, May, 1920. Serial no. 308)

1383. **Talbert, E. L.** The rôle of investigation in the making of a municipal university. Scientific monthly, 11: 151–58, August 1920.

1384. **Vold, Lauriz.** College preparation and success in life. Quarterly journal of the University of North Dakota, 10: 401–14, July 1920.

1385. **Walters, Raymond.** Statistics of registration of thirty universities for 1918 and 1919. School and society, 12: 109–17, August 14, 1920.

These statistics show that the combined grand total registrations at the thirty institutions for 1919 showed a gain of 47 per cent over 1914.

1386. **Wertenbaker, Thomas Jefferson.** An educational need. Princeton alumni weekly, 20: 777–79, May 26, 1920.

The preceptorial system at Princeton university. Thinks that its adoption by other universities would work wonders for the cause of education in this country.

SCIENTIFIC RESEARCH.

1387. **Bonser, Frederick G.** Educational research in the practical arts. Journal of home economics, 12: 241–46, June 1920.

Summary of an address given at the Alumni conference of Teachers college, February 20, 1920. Research as a method of education and practical values resulting from such research.

1388. **Gunthorp, Horace** *and* **Mudge, E. Leigh.** The research contribution of the smaller colleges. School and society, 11: 656–60, May 29, 1920.

A study of the authorship of the signed articles published during 1919 in eight journals. It is evident from the study that the colleges are producing much less than their proportion of the research in the United States. The reason for this shortage is to be sought both in the individual teachers and in the institutions with which they are connected.

1389. **Rosa, Edward B.** The economic importance of the scientific work of the Government. [n. p., 1920] p. 341–82. 8°.

Reprinted from the Journal of the Washington academy of sciences, vol. 10, no. 12, June 19, 1920.
Also in Scientific monthly, 11: 5-24, 141–50, 246–53, July–September 1920.
Outlines among other topics the work of the U. S. Bureau of education.

1390. **Weld, Le Roy D.** The college teacher and research. Science, n. s. 52: 45-48, July 16, 1920.

SCHOOL ADMINISTRATION.

1391. **Alexander, Carter** *and* **Theisen, W. W.** Publicity campaigns for better school support. Journal of educational research, 2: 457–64, June 1920.

The principles and procedures underlying the organization and operation of successful school publicity campaigns.

1392. **Blanton, Annie Webb.** Democracy in school administration. High school quarterly, 8: 155–59, April 1920.

Address delivered at the Department of superintendence, National education association, Cleveland, Ohio, 1920.

1393. **Boggs, J.** School board regulations concerning the elementary school principal. Elementary school journal, 20: 730–42, June 1920.

Summarizes the prescriptive requirements concerning the elementary school principal in 30 American school systems taken at random.

1394. **Corson, David B.** The all-year school. American city, 22: 588–92, June 1920.

Says such a school is the greatest Americanization agency yet established.

1395. **Deffenbaugh, W. S.** The school board in city school survey reports. American school board journal, 61: 23–26, August 1920.

Recommendations of school survey committees regarding the selection of the board, its size, powers, organization, etc.

1396. **Edwards, Glen.** Definition of legislative and executive functions of school government. Elementary school journal, 20: 756–66, June 1920.

School administration in New York City and Chicago. Says that school laws, because of their vagueness, are largely at fault for conditions.

1397. **Folks, Gertrude.** Modification of state compulsory attendance laws by local authorities. Journal of education, 91: 591–93, May 27, 1920.

1398. For the freedom of education. Catholic educational review, 18: 332–56, June 1920.

Printed as a free leaflet by the Central bureau of the Central society, St. Louis, Mo.
The Smith-Towner bill and the National education association. Objections to the proposed department of education.

1399. **Hanus, Paul H.** School administration and school reports. Boston, New York [etc.] Houghton Mifflin company [1920] xii, 200 p. 12°.

A collection of essays with the following titles: 1. The meaning of education; 2. Some principles of school administration; 3. Town and city school reports; 4. Testing the efficiency of public schools; 5. Courtis arithmetic tests applied to employees in business houses; 6. Measuring progress in learning Latin; 7. How far shall the state go? 8. The German example; 9. German schools and American education; 10. Germany's kultur; 11. The Harvard graduate school of education.

1400. **Harvard teachers association.** Addresses read before the annual meeting on May 1, 1920. School and society, 11: 661–83, June 5, 1920.

The Federal department of education, by C. H. Judd, p. 661–74; National leadership and national support for education, by G. D. Strayer, p. 674–81; Discussion, by C. W. Eliot, p. 681–83.

1401. **Judd, Charles H.** National problems in education. Educational record, 1: 118–31, May 1920.

Address delivered at the third annual meeting of the American council on education, May 7, 1920.
Shows the flaws in the Smith-Towner bill and makes a plea that the American council on education make a study of the problems involved in a national system of education so that Congress may be shown what needs to be done.

1402. **Lance, Jack.** Opinions of state school superintendents on methods of electing county school superintendents. High school quarterly, 8: 262–66, July 1920.

1403. **Nutt, Hubert Wilbur.** The supervision of instruction. Boston, New York [etc.] Houghton Mifflin company [1920] 277 p. 12°.

Analytical discussion of the principles underlying classroom supervision. A statement of the technique and professional standards for the supervision of instruction. In Part I the author discusses the job of supervision and in Part II the principles underlying the supervision of instruction, including supervisory method, devices of supervision, and technique of supervision.

1404. **Spain, Charles L.** The platoon school in Detroit. [Detroit, Mich. The Board of education, 1920] 108 p. incl. tables, diagrs. 8°. (The Detroit educational bulletin. Research bulletin no. 2, 1920.)

1405. **Willoughby, William F.** A Federal department of education and science. Educational record, 1: 107–17, July 1920.

Address delivered at the third annual meeting of the American council on education, May 7, 1920.

Advocates the creation of a Department of education and research which would mobilize all the scientific research agencies of the Government.

SCHOOL MANAGEMENT.

1406. **Barton, J. Wesley.** School organization on an objective basis. Educational administration and supervision, 6: 187–97, April 1920.

An analysis of some of the factors responsible for retardation.

1407. **Edson, Andrew W.** The school principal. American school, 6: 106–107, April 1920.

The qualities and duties of a school principal and suggested standards for measuring the efficiency of a principal.

1408. **Heinonen, Junetta C.** A new report card to parents. American schoolmaster, 13: 168–78, May 1920.

The faults of the report cards now generally in use and some suggestions for a new report card. The forms given are now in use in the grades and high schools of Republic, Michigan.

1409. **Hines, H. C.** The city school report. American school board journal, 60: 35–37, June 1920.

The evolution of the school report and its present characteristics.

1410. **Pittenger, B. F.,** *comp.* Better school organization; suggestions from surveys. Austin, Tex., The University [1920] 112p. 8°. (University of Texas bulletin, no. 2004: Jan. 15, 1920. Education series, no. 30.)

1411. **Stevens, Eugene C.** The evaluation of the individual in the administrative force. American school board journal, 60: 27–29, June 1920.

Also in Colorado school journal, 35: 10–13, 18, 20, May 1920.
The evaluation of school principals.

1412. **Stillman, Charles B.** Democracy in management of the schools. American school board journal, 60: 39–40, June 1920.

Paper on teachers' councils read before the Department of superintendence, National education association, Cleveland, Ohio, February 27, 1920.

1413. **Updegraff, Harlan.** The participation of teachers in school management. Educational review, 60: 52–61, June 1920.

Presents a tentative plan by which such participation may be brought about.

SCHOOLHOUSES AND GROUNDS.

1414. **Betelle, James O.** New school buildings, state of Delaware. American architect, 117: 751–60, 763–65, 785–88, June 16, 23, 1920.

Illustrated with views and plans of the work of Guilbert & Betelle, architects for the Delaware school auxiliary association, a corporation organized for the purpose of expending the duPont fund for new school buildings to be erected in the State of Delaware.

The issue for June 16 contains 5 plates of Delaware school buildings in addition to the illustrated text mentioned above.

1415. **Kinkade, Arthur.** The elements of a workable building program. American school board journal, 61: 31–33, August 1920.

Address before the National association of school business accounting officers, Minneapolis, May 19, 1920.

Some of the possibilities and some of the limitations that attend the problem of working out a school building program that will be worth the time and thought required to prepare it.

1416. **McDermott, Charles.** Present and future cost of school buildings. American school board journal, 60: 38–39, June 1920.

Paper read before the Association of school board members of the State of New Jersey at their convention in December, 1919.

1417. **Williams, L. A.** On building buildings. High school journal, 3: 135–37, May 1920.

A building program. The steps that should be taken by one who contemplates building a new schoolhouse.

SCHOOL HYGIENE AND SANITATION.

1418. **American child hygiene association.** Transactions of the tenth annual meeting, Asheville, N. C., November 11–13, 1919. Albany, J. B. Lyon company, 1920. 346p. 8°. (Executive office, 1211 Cathedral street, Baltimore, Md.)

Contains: 1. W. P. Lucas: What England and Scotland are doing for children of pre-school age, p. 143–52. 2. W. H. O. Hohmann: Observations on the supervision of the pre-school age in the large city, p. 153–56. 3. Adelaide Brown: The permanent results of children's year for the neglected period of childhood in San Francisco, p. 157–59; Discussion, p. 160–68. 4. W. L. Treadway: Psychiatry, with special reference to children of school age, p. 172–77; Discussion, p. 177–81. 5. H. B. Butler: Oral hygiene, p. 186–90; Discussion, p. 190–93. 6. Sara B. Place: General outline of welfare work for the child from 2 to 6 years, p. 197–201; Discussion, p. 201–206. 7. Virginia K. Kimble: General outline of welfare work for the child from 2 to 6 years from the viewpoint of the rural community, p. 207–13. 8. Janet Geister: The child welfare special, p. 214–22; Discussion, p. 222–24.

1419. **Chancellor, William E.** Health and happiness for teacher and child. Child (London) 10: 481–84, August 1920.

General hygiene for teacher and child.

1420. **Devine, William H.** Comparative statistics on physical examinations of pupils of the Boston public schools from December 1, 1915, to March 1, 1920, and remarks, with especial reference to malnutrition. Boston medical and surgical journal, 182: 658–60, June 24, 1920.

1421. **Emerson, William R. P.** The malnourished child in the public school. Boston medical and surgical journal, 182: 655–58, June 24, 1920.

Sums up the five principal causes of malnourishment as follows: Physical defects; lack of home control; over-fatigue; improper food habits; and improper health habits.

1422. **Howe, William A.** Health work in the schools in New York state. Albany medical annals, 41: 183–92, June 1920.

Historical sketch of health education in New York. Says that 700,000 school children and 37,000 teachers come under the provisions of the medical inspection law. Gives results of examinations for the past three years.

1423. **Legge, Robert T.** Students' health service at the University of California. Modern medicine, 2: 400–4, May 1920.

Work in preventive medicine, physical examination of students, etc. Illustrated.

1424. **Meredith, Florence L.** Health education in the public school. Journal of education, 91: 626–29, June 17, 1920.

The ineffectiveness of the present methods of health education and the necessity of arousing public interest in the subject.

1425. **Tarbell, R. W.** *and* **Metz, J. J.** The teaching of hygiene. Industrial-arts magazine, 11: 312–15, August 1920.

Some ideas that have proven successful in teaching hygiene to boys in industrial schools. Gives some examples of health talks that have been prepared according to the needs of the pupils.

1426. **Wood, Ira C.** Nutrition classes in the Chicago schools. Modern medicine, 2: 388–92, May 1920.

Seriousness of the problem of malnutrition in Chicago schools. Work of nutrition classes and good results obtained.

SEX HYGIENE.

1427. **Curtis, Lucy S.** Sex instruction through English literature. Social hygiene, 6: 263–72, April 1920.

Lists and analyzes books that present ideals of pure and chivalrous love; and those which deal with the problem of evil passion.

1428. **Thompson, Louise B.** Opportunities for sex education in English classes. Social hygiene, 6: 391–99, July 1920.

Sex problems and moral truths taught through the medium of English literature.

PHYSICAL TRAINING.

1429. **American physical education association.** [Papers presented at the twenty-seventh annual convention, New York city, April 7–10, 1920] American physical education review, 25: 225–51, June 1920.

Contains: 1. E. L. Thorndike: Psychological and educational tests, p. 228–33. 2. Elmer Berry: Problems in the recruiting of teachers of physical education, p. 233–39. 3. David Snedden: Problems of physical education, p. 239–49.

1430. **Brown, Lloyd T.** Bodily mechanics and medicine. Boston medical and surgical journal, 182: 649–55, June 24, 1920.

Deals with faulty posture in adults and children. Gives results of physical examinations of Harvard freshmen. Illustrated.

1431. **England, Frederick O.** Physical education. A manual for teachers. Manila, Bureau of printing, 1919. 374p. illus. 8°.

1432. **Kirkpatrick, T. Bruce.** Physical education: from the standpoint of "adjustment." Virginia teacher, 1: 117–22, June 1920.

The place of physical education in the general educative program. A comprehensive program of physical education as an instrument of adjustment.

1433. **Williams, Jesse Feiring.** The education of emotions through physical education. Teachers college record, 21: 201–16, May 1920.

Bibliography: p. 215–16.

Physical education and the development of character. Says the great opportunity in physical education as regards the education of the emotions probably lies in the play and game aspects, although the less well-defined field of the dance may have as real and important values.

PLAY AND RECREATION.

1434. **Knight, Howard R.** *and* **Williams, Marguerita P.** Sources of information on play and recreation (Rev. and enl. ed., 1920). New York city, Department of recreation, Russell Sage foundation [1920] 48p. 8°. ([Russell Sage foundation, New York. Pamphlet] no. Rec. 151)

1435. **Olmsted, Frederick Law.** Parks and playgrounds. American magazine of art, 11: 307–15, July 1920. illus.

Thinks that playgrounds should be made as attractive in appearance as possible and combined as far as practicable with facilities for other kinds of recreation, not primarily dependent on the quality of the scenery. A playground should not be thrust into park land the prime purpose of which is to give enjoyment by its beauty.

1436. **Perry, Clarence Arthur,** *comp.* Contributions to community center progress. A report on the community center sessions at the N. E. A., Department of superintendence meeting, Cleveland, February, 1920. New York city, Department of recreation, Russell Sage foundation [1920] 40p. 8°. ([Russell Sage foundation, New York. Pamphlet] no. Rec. 152)

1437. **Wallis, Chester G.** Where public schools and playgrounds have joined forces to utilize the play instinct. American city, 22: 616–18, June 1920.

Describes the recreation program of Oakland, Calif.

SOCIAL ASPECTS OF EDUCATION.

1438. **Chancellor, William Estabrook.** The symbolism of campfire and psychology of the adolescent girl. Boston teachers news letter, 8: 6–11, June 1920.

A paper read at the Cleveland meeting of the Department of superintendence, National education association. The work and aims of the Camp Fire organization.

1439. **Hyde, Isabella.** The personality campaign in the Julia Richman high school. Bulletin of high points, 2: 35–38, April 1920.

A campaign inaugurated in February, 1919, by Dr. M. H. Lucey, to bring about higher standards of character, to broaden the lives of the students, and to promote better scholarship.

1440. **Romano, Pietro.** L'ideale pedagogico e la evoluzione sociale. Rivista pedagogica, 13: 151–65, March–April 1920.

1441. Southern textile bulletin, vol. 18, no. 17, December 25, 1919. Health and happiness number. Charlotte, N. C., Clark publishing company. 314p. illus. f°.

Contains instructive information regarding the educational and welfare work of Southern cotton mills for their employees.

1442. **Weigle, Luther A.** The child at study. Church school, 1: 16–18, 47, June 1920. illus.

This is the eighth article in a series of studies for parents, teachers, and pastors, based on an outline prepared by the International Lesson Committee and entitled Hints on child training. The functions of the school, new methods in the schools, and the cooperation of home and school, etc.

CHILD WELFARE.

1443. **Folks, Gertrude.** Farm labor vs. school attendance. American child, 2: 73–89, May 1920.

Rural illiteracy, school attendance, etc.

1444. **O'Shea, M. V.** Present-day methods in child-welfare. Child-welfare magazine, 14: 268–70, May 1920.

The city and country child and methods for promoting child-welfare especially in the city.

1445. **Patri, Angelo.** The spoiled child. Red cross magazine, 15: 14–17, 73, July 1920. illus.

Shows how unjust it is for the child when the parents spoil him. Says the world has no use for the selfish child.

1446. **U. S. Children's bureau.** The child-welfare special: a suggested method of reaching rural communities. [Washington, Government printing office] 1920. 19p. plates. 8°. (Children's year follow-up series no. 5. Bureau publication no. 69)

MORAL AND RELIGIOUS EDUCATION.

1447. **Bryant, Sophie.** Moral and religious education. London, Edward Arnold, 1920. viii, 256p. 12°. (The modern educator's library, general editor, Prof. A. A. Cock)

"Bibliography": p. 245–52.

1448. **Coe, George A.** Policies for college instruction in religious education. Religious education, 15: 167–72, June 1920.

A statement prepared for the Board of education of the Methodist Episcopal church, South.

1449. **Pell, Edward Leigh.** Bringing up John. "How can I teach my children so that their religious faith will stand the tests of after years?" A book for mothers and other teachers of boys and girls. New York, Chicago [etc.] Fleming H. Revell company [1920] 192p. 12°.

1450. **Stafford, Hazel Straight.** The vacation religious day school. Teacher's manual of principles and programs. New York, Cincinnati, The Abingdon press [1920] 160 p. plates. 12°.

MANUAL AND VOCATIONAL TRAINING.

1451. **National society for vocational education.** Proceedings of the joint convention of the National society for vocational education and the Vocational education association of the middle west, Chicago, February 19–21, 1920. New York, 1920. 255p. 8°. (*Its* Bulletin no. 32)

Contains: Sec. I. Significance to vocational education of the present economic unrest, p. 7–26.—Sec. II. Agricultural education, p. 27–73.—Sec. III. Commercial education, p. 74–85.—Sec. IV. Industrial education, p. 86–158.—Sec. V. Vocational education and social science in the high school, p. 159–206.—Sec. VI. Future problems of national and state administration of vocational education, p. 207–55.

1452. **Anderson, Harry W.** A course in automobile construction, operation and repair. Industrial-arts magazine, 9: 343–46, September 1920.

1453. **Backus, Allen D.** An intensive program for the manual arts. Manual training magazine, 22: 4–9, July 1920.

1454. **Garwood, R. S.** Making education practical. Porto Rico school review, 4: 13–22, May 1920.

Address delivered at meeting of Porto Rico teachers' association, municipal commissioners of education and supervisors of schools, December 28, 1919.
Vocational education and vocational guidance in Porto Rico.

1455. **Godfrey, Hollis.** Cooperation between industry and the colleges. Educational review, 60: 42–51, June 1920.

1456. **Griffith, Ira Samuel.** Teaching manual and industrial arts: a textbook for normal schools and colleges. Peoria, Ill., The Manual arts press [1920] 229p. illus. 12°.

The course given in this volume directs attention to the problems of methods of teaching and daily lesson plans, with only such organization and administration problems as relate to the successful presentation of the lesson. The purpose is to assist in the making of necessary connections between the more general courses in educational psychology and theory of teaching and the special work of practice teaching in manual and industrial arts.

1457. **Hawkins, Layton S.** Future problems of state and national administration of vocational education. Vocational summary, 3: 6–8, May 1920.

Read before the National society for vocational education, Chicago, Ill., February 21, 1920. Discusses (1) What groups are to be reached by vocational education; (2) What is to be the content of the vocational courses, and (3) How are we to secure competent vocational teachers.

1458. **Hill, David Spence.** Introduction to vocational education; a statement of facts and principles related to the vocational aspects of education below college grade. New York, The Macmillan company, 1920. xvii, 483p. 12°.

This book by the president of the University of New Mexico aims to furnish an introduction to the study of the vocational aspects of public education. It gives a bird's eye view of the relation of public education to democracy, of the historical development of vocational education, of recent federal legislation, of the problems of agricultural, industrial, and commercial training, and of practical education for girls and women. Other topics presented are the uses of research for education and industry, and applied psychology.

1459. **Klein, Paul E.** Industrial education in the upper grammar grades of a non-directly-vocational school. Industrial-arts magazine, 9: 337–40, September 1920.

A course in manual training the purpose of which is to develop a sympathetic understanding and appreciation of modern industry.

1460. **Knowles, F. H.** The English system of education and manual training. Manual training magazine, 22: 1–3, July 1920.

1461. **Londow, Ezekiel J.** Advantages of cooperative education. South Atlantic quarterly, 19: 249–57, July 1920.

1462. **Morris, J. V. L.** Separateness of vocational education in manufacture. Educational administration and supervision, 6: 220–25, April 1920.

In the administration of vocational education the writer thinks that in many cases training and education can be provided most effectively in the industry as exemplified by the corporation school. Vocational schools in which the instruction closely resembles the practice in industry are most successful when independent of the general school system.

1463. **Myers, George E.** How industry is meeting the problem of industrial education. Manual training magazine, 22: 27–31, August 1920.

Paper read before the Vocational education round table, Western arts association, Detroit, May 1920.

The efforts industry is making to give training to its entire personnel. Tells of the vestibule school, the up-grading school, apprenticeship training, etc.

1464. **Rickcord, R. V.** A simple, comprehensive card record scheme for the shops of a vocational school. Industrial-arts magazine, 9: 266–70, July 1920.

1465. **Scrimshaw, Stewart.** Vocational departments in high schools vs. separate vocational schools. Industrial-arts magazine, 9: 297–99, August 1920.

The relative merits of the separate vocational school as against the vocational department of the high school.

1466. **Sheldon, E. E.** Printing a fine art. Industrial-arts magazine, 9: 225–29, June 1920.

Teaching printing as a manual art.

1467. **Snedden, David.** Vocational education. New York, The Macmillan company, 1920. 587p. 12°. (On cover: Brief course series in education)

A book devoted primarily to the study of current problems in vocational education, without treating the subject in a historical or descriptive way. The writer discusses the meaning, aim, and limits of school vocational training, and then takes up fundamental problems of method and of administration.

1468. **Stewart, R. M.** The vocational teacher and the study problem. Albany, N. Y., University of the state of New York, 1920. 16p. 8°.

I. Relating to professional improvement.—II. Teaching others to study.—III. Supervision of study.—Bibliography.

1469. **Timbie, W. H.** A cooperative course in electrical engineering conducted by Massachusetts institute of technology and General electric company. Engineering education, 10: 459–76, June 1920.

1470. **Wardle, Addie G.** Handwork in child life. Child (London) 10: 393–99, June 1920.

Says that every teacher should be an expert in handwork as well as a good handwork director of the children's efforts. Presents possible types of handwork for the elementary years.

1471. **Yeomans, Edward.** The school shop. Atlantic monthly, 125: 813–19, June 1920.

Says that handwork cannot be postponed to the high school and technical school period, but should be given a place in the elementary school.

VOCATIONAL GUIDANCE.

1472. **Brewer, John M.** The need for vocational guidance in any plan for vocational education. Educational administration and supervision, 6: 126–38, March 1920.

1473. **Murray, Elsie.** Psychological tests as diagnostic of vocational aptitudes in college women. Journal of applied psychology, 4: 30–38, March 1920.

"Comparison of the student's own vocational choice with the various test scores reveals a fairly high degree of correspondence between individual ambition and experimental findings."

1474. **Oschmann,** *Dr.* Berufswahl und berufsberatung auf arbeitswissenschaftlicher grundlage. Zeitschrift für schulgesundheitspflege, 33: 145–51, no. 5, 1920.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1475. **Beach, Dorothea.** Practice houses a reality. Journal of home economics, 12: 308–12, July 1920.

Summarizes the answers received to a questionnaire sent to 76 institutions to ascertain certain facts as to the use of practice houses in the teaching of home economics.

1476. **Richardson, Anna E.** Future administrative problems in vocational education in home economics. Journal of home economics, 12: 299–307, July 1920.

Paper read before the meeting of the National society for vocational education, Chicago, February 1920.

Discusses briefly the groups of women to be reached by vocational education in home economics, the school's responsibility for providing all the facilities and factors which enter into a complete program of home-making education, and the need of providing adequately trained vocational teachers.

1477. **Washington. State board for vocational education.** The function and organization of the high school course of study in agriculture. Olympia, F. M. Lamborn, 1920. 22p. 8°. (Bulletin no. 2, Agricultural series, no. 1)

By W. G. Hummel.

COMMERCIAL EDUCATION.

1478. Columbia alumni news, vol. 11, no. 33, May 28, 1920. (The school of business.)

Contains: 1. J. C. Egbert: The Columbia school of business—its history, p. 620–22. 2. R. C. McCrea: The curriculum of the Columbia school of business, p. 622–24. 3. H. P. Willis: The employer and the graduate of the school of business, p. 624–25. 4. J. P. Papp: The business student, p. 627–29.

1479. **Ryan, H. H.** The Irving mercantile corporation. Elementary school journal, 20: 651–59, 743–55, May, June 1920.

Describes a corporation organized in the Irving school of St. Louis, Mo., the purpose of which is to provide a motivated type of school work; to familiarize the pupils with some of the conventions of business—materials and procedure, etc.

PROFESSIONAL EDUCATION.

1480. **American medical association.** Report of the annual congress on medical education and licensure and the sixteenth annual conference of the Council on medical education, Chicago, March 1, 2, and 3, 1920. Chicago, Ill., American medical association, 1920. 92p. 8°. (American medical association bulletin, vol. 14, no. 1, July 15, 1920. Educational number)

Contains: 1. A. D. Bevan: Needed developments in medical education, p. 6–10. 2. N. P. Colwell: Improvements in medical education in sixteen years, p. 10–15. 3. G. E. Vincent: Ideals and their function in medical education, p. 16–21. 4. R. L. Wilbur: The needs and future of medical education, p. 21–23; Discussion, p. 23–32. 5. W. A. Jessup: The larger function of state university medical schools, p. 32–36. 6. Oskar: Research in the teaching laboratories, p. 38–45. 7. G. C. Robinson: Research in clinical medicine, p. 45–49; Discussion, p. 49–58. 8. L. B. Wilson: Report of committee on graduate medical education, p. 58–67.

1481. **Association of American law schools.** Handbook . . . and proceedings of the seventeenth annual meeting held at Chicago, Ill., December 30–31, 1919. 136p. 8°. (Henry C. Jones, secretary-treasurer, Morgantown, W. Va.)

Contains: 1. H. F. Stone: Address of the president, p. 95–108. 2. Ernst Freund: A course in statutes, p. 109–12. 3. O. K. McMurray: The four-year course in law, p. 112–16. 4. R. W. Millar: The four-year course in law, p. 116–20. 5. Albert Kocourek: The teaching of jurisprudence, p. 121–27; Discussion, p. 128–34.

1482. **National league of nursing education.** Proceedings of the twenty-fifth annual convention . . . held at Chicago, Ill., June 24 to 28, 1919. Baltimore, Williams & Wilkins company, 1919. 334p. 8°. (Laura R. Logan, secretary, University of Cincinnati, Cincinnati, Ohio)

Contains: 1. Annie W. Goodrich: The contribution of the Army school of nursing, p. 146–56. 2. Elsie M. Lawler: How the civil hospitals and nursing schools met the war situation, p. 157–61. 3. Grace E. Allison: What the war has taught us about nursing education, p. 171–77. 4. Maude E. Landis: Strong and weak points in our system of training, with adjustments to meet the present situation, p. 215–25. 5. C. E. Chadsey: The relation of the public school to nursing education, p. 237–41; Discussion, p. 241–44. 6. Helen M. Wood: The value of the clinical method of teaching in nursing schools and how it can be organized, p. 259–64. 7. Parmelia M. Doty: The need of cooperation between the head nurse and instructor, p. 264–70. 8. Claribel A. Wheeler: Nursing preparatory courses in schools and colleges, p. 270–77. 9. Eliza P. Reid: Cooperative teaching, p. 278–81. 10. Elizabeth C. Burgess: How can we make the student's practical work experience more profitable from an educational standpoint, p. 282–89. 11. M. Helena McMillan: Non-resident students in training schools, p. 290–95; Discussion, p. 295–309.

1483. **Allbutt, *Sir* T. Clifford.** Medical research. Science, n. s. 52: 115–20, August 6, 1920.

Presidential address at the British medical association, Cambridge meeting. Reviews the work of scholars in medical research.

1484. **Ellis, A. G.** The teaching of medicine. Journal of the American medical association, 75: 367–70, August 7, 1920.

Emphasizes the saving of time in the medical curriculum by more intimate correlation of departments. Advocates the reduction of time devoted to lectures and for laboratory instruction.

1485. **Interchurch world movement. Education department.** Preliminary report of the survey of the theological seminaries of North America. Christian education, 3: 2–38, April 1920.

1486. **Kefauver, Christine R.** What is the matter with the training school? Trained nurse and hospital review, 65: 113–19, August 1920.

A study based on a questionaire sent to hospitals having training schools for nurses. An endeavor to ascertain the causes of the shortage of nurses, etc.

1487. **Kolmer, John A.** A five or six-year course in medicine. Journal of the American medical association, 75: 360–61, August 7, 1920.

Discusses the advantages of a five-year curriculum. Emphasizes the crowded condition of the four-year course.

1488. Medical education in the United States. Journal of the American medical association, 75: 379–415, August 7, 1920.

Educational data for 1920, presented by the Council on medical education and hospitals. Gives tabulated statistics of medical colleges in the United States and Canada; distribution of medical students by states; medical courses; essentials of an acceptable medical college, etc.

1489. **Parnall, Christopher G.** The future of nursing service and nursing education. American journal of nursing, 20: 897–901, August 1920.

1490. **Peterson, Frederick.** The future of the physician. Journal of the American medical association, 75: 357–60, August 7, 1920.

Emphasizes health instruction in public schools. Sketches the ancient art of therapeutics.

1491. **Vincent, George E.** The Rockefeller foundation; a review for 1919. Public health and medical education in many lands. New York, 1920. 44p. front., illus., diagrs. 8°.

1492. **Ward, Agnes S.** Some of the newer problems in the training of the nurse. Trained nurse and hospital review, 64: 493–96, June 1920.

Second and concluding paper. Methods of relieving the shortage of trained nurses.

1493. **Waters, Charles E.** The educational status of nursing in 1918. Trained nurse and hospital review, 65: 109–12, August 1920.

A statistical study with graph showing the distribution of pupils in 1,680 nurse-training schools.

1494. **Watkins, J. A.** The training of industrial physicians. Journal of the American medical association, 74: 1643–45, June 12, 1920.

Says the facilities for receiving practical instruction in industrial medicine are inadequate in the United States. Emphasizes the importance of such teaching.

CIVIC EDUCATION.

1495. **Dunn, Arthur W.** Community civics and rural life. Boston, New York [etc.] D. C. Heath & co. [1920] xii, 567p. illus. 12°. (Rural education series, ed. by H. W. Foght)

The first purpose of this book is to meet the needs of rural pupils and teachers; the second is to make as obvious as possible the elements which, in the author's judgment, characterize "community civics" and give it vitality.

1496. **Ellwood, Charles A.** Education for citizenship in a democracy. American journal of sociology, 26: 73–81, July 1920.

Discusses the need of a national system of education in a democratic nation. Says that education for citizenship is a national concern and can not be left with safety wholly to local interests. Advocates the Smith-Towner bill.

1497. **Leighton, Etta V.** Our little citizens. A civics program for 1920–21. Primary education, 28: 342–43, 391, 393, June 1920.

The last number in a series of articles on Our little citizens which has been continued monthly for two years in Primary education.
A civic program for grades I to VI.

1498. **Street, Frederick A.** Putting over a civic education program. National Catholic war council bulletin, 1: 10–11, 30, August 1920. illus.

Social assets in community Americanization work. The Catholic church and its work with non-English-speaking immigrants.

AMERICANIZATION.

1499. **Aronovici, Carol.** Americanization: its meaning and function. American journal of sociology, 25: 695–730, May 1920.

Discusses among other phases of the subject language teaching; the teaching of English; citizenship, etc.

1500. **Baughman, Ruby.** The activities of a department of immigrant education. Journal of the New York state teachers' association, 7: 169–77, June 1920.

The supervisor of immigrant education in Los Angeles, Cal., tells of the work of elementary adult education in that city.

1501. **Gathany, J. Madison.** Political culture the educational basis of Americanization. Outlook, 125: 420, 425–26, June 30, 1920.

Political culture not only includes knowledge with regard to the workings of our government, but an appreciation of the origin and spirit of our institutions.

1502. **Russell, William F.** Education in the United States; with an appendix on how the Russian immigrants can make use of the American educational system. New York, Russian section, Foreign language information service, American national red cross, 1920. 110p. 8°.

Added t.-p. and text of book in Russian. Foreword of endorsement by P. P. Claxton, U. S. Commissioner of education.

1503. **Woodward, Elizabeth Ash.** Americanization work of the kindergarten. Kindergarten and first grade, 5: 221–24, June 1920.

The citizenship of the foreign-born mother and the kindergartner's part in helping her to make her first step toward active citizenship.

EDUCATION OF SOLDIERS.

1504. **Mann, Charles R.** Education in the United States army. Educational review, 60: 1–6, June 1920.

Describes the "applicatory" method of instructing recruits who have had less than an eighth-grade schooling. The essential elements of this method are a series of definite, concrete jobs or projects which the soldier must work out and accomplish mainly by his own effort, and the definition of the standards of achievement which he must attain before the job is completed.

TRAINING OF DISABLED SOLDIERS.

1505. **Faries, John Culbert.** Three years of work for handicapped men. A report of the activities of the Institute for crippled and disabled men. New York city, Pub. at the Institute, 1920. 95p. 16°.

1506. **Roberts, Ralph S.** The use of psychological and trade tests in a scheme for the vocational training of disabled men. Journal of educational psychology, 11: 101–108, February 1920.

EDUCATION OF WOMEN.

1507. **Courtney, *Mrs.* W. L.** Oxford and women. North American review, 212: 200–9, August 1920.

1508. **Wembridge, Eleanor R.** The professional education of women and the family problem. Social hygiene, 6: 181–96, April 1920.

NEGRO EDUCATION.

1509. **Davis, J. E.** A Virginia asset: the Virginia industrial school for colored girls. Southern workman, 49: 357–64, August 1920.

EDUCATION OF DEAF.

1510. **Benedict, A. L.** The extent of the vocabulary. Volta review, 22: 494–500, August 1920.

Discusses handicaps suffered by children of defective hearing in acquiring a vocabulary.

1511. **McLean, Marjorie.** The development of speech-reading power. Volta review, 22: 485–94, August 1920.

1512. **Scripture, E. W.** Tracings from speech records. Volta review, 22: 480–85, August 1920.

Second of a series of articles on the "Mechanism of speech." Illustrated. Tracings made by phonographic records.

EXCEPTIONAL CHILDREN.

1513. **Doeblin, M. I.** Juvenile delinquency. School and society, 11: 725–32, 757–60, June 19, 26, 1920.

1514. **Edson, Andrew W.** The education of mentally and physically handicapped children. Ungraded, 5: 121–25, March-April 1920.

Shows how New York takes care of its handicapped children.

1515. **Hollingworth, Leta S.** The psychology of subnormal children. New York, The Macmillan company, 1920. xix, 288p. 12°. (Brief course series in education, ed. by Paul Monroe)

A volume designed for the training of teachers of special classes for children who are ubnormal in intelligence, in the psychology and education of such children.

1516. **Nelles, Fred C.** The twenty-four hour school. Journal of delinquency, 5: 117–27, July 1920.

Provisions for a 24-hour school in California.

1517. **Pearson, P. H.** German schools for gifted pupils. School life, 5: 5–6, August 1, 1920.

The discovery and the development of exceptional ability among school pupils is one of the means by which the Germans are now seeking to rehabilitate their country, and to replace the intellectual men who have lost their lives.

1518. The twenty-four hour school. Survey, 44: 617–18, August 16, 1920.

Describes the efforts to turn the industrial school for delinquents, at Whittier, Calif., into "a new type of training station located at the crossways between the home and the court."

1519. **Wallin, J. E. W.** The concept of the feeble-minded, especially the moron. Training school bulletin, 17: 41–54, May 1920.

Delivered, in substance, before Section H, of the American association for the advancement of science, December 29, 1919.

EDUCATION EXTENSION.

1520. **Bennett, Charles A.** The Boston continuation school. Manual training magazine, 21: 329–33, June 1920.

1521. **Bernard, L. L.** Education by correspondence. School and society, 12: 31–38, July 10, 1920.

Speaks of the difficulties that have to be overcome in correspondence study. Summing up, the writer says "Correspondence study is at best but a makeshift, a substitute for class instruction; but it is a necessary substitute for many people and its value to the individual and the community in such cases undoubtedly justifies it. Its greatest present need is further standardization in procedure and administration."

1522 Educational foundations, vol. 31, no. 10, June 1920. (Continuation schools number)

Contents: I. S. L. Hillyer. The life career motive in education. p. 787-97. 2. Owen Evans. The Evans continuation school. p. 798-99. 3. H. L. Cooley. The function of the continuation school. p. 800-07. 4. I. D. Cohen. Milwaukee continuation schools. p. 808-11. 5. I. D. Cohen. Chicago continuation schools. p. 812-14. 6. A. W. Kasker. The continuation school of St. Louis. p. 814-17.

1523 Kennedy, Fronde. Fighting adult illiteracy in North Carolina. South Atlantic quarterly, 19: 189-200, July 1920.

The story of the campaign against illiteracy in South Carolina under the head of the state Department of education from 1915 to the present.

1524 Lodor, Elmira. The continuation girl. Psychological clinic, 13: 202-10, May-15, 1920.

Study based on conditions in the Kensington high school, Philadelphia.

1525 Williams, C. The provision of continuation school education. Journal of education and school world (London), 52: 161-63, July 1920.

Conditions in England described.

LIBRARIES AND READING.

1526 Bostwick, Arthur E. The socialization of the library. Bookman, 51: 668-73, August 1920.

1527 Fleury, G. *and* Godefroy. Pour une nouvelle organisation des bibliothèques universitaires. Revue internationale de l'enseignement, 39: 212-39, May-June 1920.

1528 Graves, Frank Pierrepont. The Maria Hosmer Penniman Memorial library of education. The departmental library of the School of education, University of Pennsylvania. Philadelphia, University of Pennsylvania, 1920. 43p. plates. 12° (University of Pennsylvania bulletin, vol. 20, no. 15, May 1, 1920.)

This bulletin describes the educational library of more than 12,000 bound volumes which was presented to the University of Pennsylvania by Dr. Lucy Hosmer Penniman to the record of education of the University of Pennsylvania in memory of her husband. The plate of the bulletin is a reduction copied from one of the many fine portraits contained in the collection.

1529 Meyer, Wallace. Setting books in motion. Survey, 44: 304-5, May 29, 1920.

Work of the state library commission of the United States Bureau of Education, extension activities. Special activities of the library of Hawaii.

1530 Moses, Montrose J. Dietary laxatives for children's books. Bookman, 51: 587-91, July 1920.

1531 Pence, Raymond W. A short story reading list. English journal, 9: 270-83, May 1920.

Selected list of short stories that are of "particular value for plot, for setting, and for characterization."

1532 Weigle, Luther A. Developing a taste for good reading. Church school, 1: 22-25, 46, July 1920. illus.

Reading in the home and reading in the school and what constitutes good reading.

1533 Wood, Harriet. The public library and the school library—a joint opportunity. Library journal, 45: 631-34, August 1920.

The joint opportunity before the public library and the school library in the library training of the student body in all our schools and colleges.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1534 Civic training through service, by Arthur William Dunn. Washington, 1920. 13p. (Teachers' leaflet no. 8, June 1920.)

1535 Further steps in teaching health. Washington, 1920. 30p. illus. (Health education no. 6.)

1536 The lunch hour at school, by Katharine A. Fisher. Prepared for the Bureau of education by the Child health organization of America. Washington, 1920. 62p. illus. (Health education no. 7.)

1537 Motion picture films of educational value in the possession of associations and commercial and manufacturing companies. Washington, 1920. 12p. (Extension leaflet no. 2, December 1919.)

1538 Opportunities for the study of engineering at American higher institutions. Washington, 1920. 8p. (Higher education circular no. 20, August 1920.)

1539 Recreation and rural health. Washington, 1920. 14p. (Teacher's leaflet no. 7, April 1920.)

PERIODICALS REPRESENTED IN THIS ISSUE.

Albany medical annals, 170 Washington Avenue, Albany, N. Y.
America, 59 East Eighty-third Street, New York, N. Y.
American architect, 243 West Thirty-ninth Street, New York, N. Y.
American child, 105 East Twenty-second Street, New York, N. Y.
American city, 93 Nassau Street, New York, N. Y.
American journal of nursing, 2419–2421 Greenmount Avenue, Baltimore, Md.
American journal of sociology, University of Chicago Press, Chicago, Ill.
American magazine of art, 1741 New York Avenue, Washington, D. C.
American Oxonian, 18 North Main Street, Concord, N. H.
American physical education review, 93 Westford Avenue, Springfield, Mass.
American review of reviews, 30 Irving Place, New York, N. Y.
American school, P. O. Box 134, Milwaukee, Wis.
American school board journal, 354 Milwaukee Street, Milwaukee, Wis.
American schoolmaster, State Normal School, Ypsilanti, Mich.
Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.
Bookman, 244 Madison Avenue, New York, N. Y.
Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
Boston teachers news-letter, Ford Building, Boston, Mass.
British journal of psychology, London, England.
Bulletin of high points, Board of Education Building, New York, N. Y.
Catholic educational review, Washington, D. C.
Child, London, England.
Child-welfare magazine, 227 South Sixth Street, Philadelphia, Pa.
Christian education, 19 South La Salle Street, Chicago, Ill.
Church school, 150 Fifth Avenue, New York, N. Y.
Classical journal, University of Chicago Press, Chicago, Ill.
Colorado school journal, Denver, Colo.
Columbia alumni news, Columbia University, New York, N. Y.
Contemporary review, 249 West Thirteenth Street, New York, N. Y.
Current education, Teachers Publishing Company, Philadelphia, Pa.
Education, 120 Boylston Street, Boston, Mass.
Education, Paris, France.
Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
Educational foundations, 31–33 East Twenty-seventh Street, New York, N. Y.
Educational record, 818 Connecticut Avenue, Washington, D. C.
Educational review, George H. Doran Company, New York, N. Y.
Elementary school journal, University of Chicago, Chicago, Ill.
Engineering education, University of Pittsburgh, Pittsburgh, Pa. (F. L. Bishop, editor).
English journal, University of Chicago Press, Chicago, Ill.
General science quarterly, Salem, Mass.
Harvard graduates' magazine, Exchange Building, Boston, Mass.
High school journal, Chapel Hill, N. C.
High school quarterly, Athens, Ga.
Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
Indiana university alumni quarterly, Indianapolis, Ind.
Industrial-arts magazine, 129 Michigan Street, Milwaukee, Wis.
Inter-America, Doubleday, Page and Company, New York, N. Y.
Inter-mountain educator, Missoula, Mont.
Journal of applied psychology, Clark University, Worcester, Mass.
Journal of delinquency, Whittier State School, Whittier, Cal.
Journal of education, 6 Bacon Street, Boston, Mass.
Journal of education and School world, London, England.
Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
Journal of educational research, Public School Publishing Company, Bloomington, Ill.
Journal of home economics, 1211 Cathedral Street, Baltimore, Md.
Journal of international relations, Clark University, Worcester, Mass.
Journal of the American medical association, 535 North Dearborn Street, Chicago, Ill.
Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
Kindergarten and first grade, Springfield, Mass.
Library journal, 241 West Thirty-seventh Street, New York, N. Y
M. E. A. news-letter, Minneapolis, Minn.
Manual training magazine, Manual Arts Press, Peoria, Ill.
Mathematics teacher, 41 North Queen Street, Lancaster, Pa.

Medical record, 51 Fifth Avenue, New York, N. Y.
Mercure de France, Paris, France.
Moderator-topics, Lansing, Mich.
Modern language journal, 68th and Park Avenue, New York, N. Y.
Modern medicine, 58 East Washington Street, Chicago, Ill.
Monatschrift für hauere schulen, Berlin, Germany.
National Catholic war council bulletin, 1312 Massachusetts Avenue, Washington, D. C.
National civic federation review, 1 Madison Avenue, New York, N. Y.
Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
North American review, 171 Madison Avenue, New York, N. Y.
Ohio educational monthly, 55 East Main Street, Columbus, Ohio.
Outlook, 287 Fourth Avenue, New York, N. Y.
Pedagogical seminary, Clark University, Worcester, Mass.
Pennsylvania school journal, Lancaster, Pa.
Porto Rico school review, San Juan, Porto Rico.
Primary education, 50 Bromfield Street, Boston, Mass.
Princeton alumni weekly, Princeton, N. J.
Psychological clinic, Woodland Avenue and Thirty-sixth Street, Philadelphia, Pa.
Psychological review, Princeton, N. J.
Quarterly journal of speech education, Menasha, Wis.
Quarterly journal of the University of North Dakota, University, N. Dak.
Red cross magazine, 124 East Twenty-eighth Street, New York, N. Y.
Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
Revue internationale de l'enseignement, Paris, France.
Revue pédagogique, Paris, France.
Revue universitaire, Paris, France.
Rivista pedagogica, Rome, Italy.
School and home, Ethical Culture School, New York, N. Y.
School and home education, Bloomington, Ill.
School and society, The Science Press, Garrison, N. Y.
School life, Bureau of Education, Washington, D. C.
School music, Keokuk, Iowa.
School news and practical educator, Taylorville, Ill.
School review, University of Chicago, Chicago, Ill.
School science and mathematics, Mount Morris, Ill.
Scientific monthly, The Science Press, Garrison, N. Y.
Sierra educational news, San Francisco, Cal.
Social hygiene, 105 West Fortieth Street, New York, N. Y.
South Atlantic quarterly, Trinity College, Durham, N. C.
Southern textile bulletin, Charlotte, N. C.
Survey, 112 East Nineteenth Street, New York, N. Y.
Teachers college record, Teachers College, Columbia University, New York, N. Y.
Teaching, Kansas State Normal School, Emporia, Kans.
Trained nurse and hospital review, 38–40 West Thirty-second Street, New York, N. Y.
Training school bulletin, Vineland, N. J.
Ungraded, 500 Park Avenue, New York, N. Y.
Virginia teacher, Harrisonburg, Va.
Visual education, 327 South La Salle Street, Chicago, Ill.
Vocational summary, Federal Board for Vocational Education, Washington, D. C.
Volta review, Volta Bureau, Washington, D. C.
World's work, Doubleday, Page & Co., Garden City, N. Y.
Yale review, Yale Station, New Haven, Conn.
Zeitschrift für schulgesundheitspflege, Leipzig, Germany.

○

379
Un 3B 25837
U.S. Bureau of Ed.
Bulletins. 1920.
nos. 25-30.
108

NOTICE TO BORROWER

This card is to be kept in this pocket and returned with the book.

This book must be returned on or before the last date entered on the card.

If not requested by another borrower the loan may, on application, be renewed.

This book must not be marked or mutilated in any way.

In case of loss its value must be paid to the Librarian.

Any violation of these rules may deprive the borrower of any further privileges of the Library.

Department of Education, Toronto.

379
Un 3B 25837